

Mentoring in the Moment: Influences of online cultural mentoring  
on in-country learning and intercultural competencies

A DISSERTATION SUBMITTED TO THE  
FACULTY OF THE GRADUATE SCHOOL  
OF THE UNIVERSITY OF MINNESOTA

By

Ann Lynn Smith

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF  
DOCTOR OF PHILOSOPHY

R. Michael Paige, Adviser  
Gerald Fry, Adviser

December 2013



## ACKNOWLEDGEMENTS

This dissertation would not have been possible without a strong support base. It represents the dedication, commitment, encouragement and patience not only of myself, but my advisers, the LAC, my family and friends, and the study participants themselves.

A huge thank you to my advisers and committee. Gerald Fry and Michael Paige have taught, advised, encouraged and tracked my progress from the very beginning, which seems like a lifetime ago. Thank you for always being there for guidance, and for reminding me that “a good dissertation is a finished dissertation”. I am especially grateful for having the opportunity to work closely with you, Michael, as the pieces of this dissertation started fitting together. I appreciate that you stuck with me even into your retirement. Rosemarie Park, thank you for your valuable perspective as the outside committee member. I also thank you for your humor; it made stressful moments bearable and memorable. Barbara Kappler is not only a committee member, but was also my boss when I worked for International Student and Scholar Services, a fellow SIETAR member and friend. Thank you, Barbara, for the many words of encouragement when I was feeling stressed out with how long it was taking me to finish. Your constant reminders that working on a Ph.D. while working my way through the program, and being a mother and wife is no small matter, and that it is okay that it has taken me longer than I wanted.

I want to thank the Learning Abroad Center at the University of Minnesota. With a special thanks to Christine Anderson who was instrumental in helping me gain access to my sample, offering opportunities to present at national conferences, and mostly, for her

friendship and encouragement. Thank you to Mitch Hammer for assistance with the Intercultural Development Inventory and for opportunities to work with him on various IDI related projects. I thank my friends and family for support and patience. Ellie, Michal and Ida, your interest and inquiries into my progress kept me going. Tim, you know I never would have finished without everything you offered—support, encouragement, experience, wisdom, patience and humor. Thank you!

Finally, I want to thank the students in my sample. Obviously, this would not have been possible without your willingness to share your experience and insights. Because of you, more is known about when and how online mentoring influences your experiences and your learning while abroad. Future sojourners will benefit from your insights!

## ABSTRACT

The assumption that sending students abroad for extended periods of time will lead to increased understanding of others, one's place in the world, and increased skills required to navigate cross cultural interactions does not hold up in the literature. Recent research in the field of international and intercultural education calls practitioners and policy makers to integrate a formal intercultural education component into the study abroad experience. There is still much to be learned about the effectiveness and impacts of these "interventions". Through an investigation of one of the largest and most established online cultural mentoring courses offered, Global Identity (University of Minnesota), this study aims to show student perceptions and impacts of online cultural mentoring at various stages of the experience.

The research questions are: 1) In what ways and to what degree does an online cultural mentoring intervention influence the in-country learning experience? 2) In what ways and to what degree does on-line cultural mentoring influence broader intercultural competencies (intercultural development and/or global-mindedness)? 3) In what ways and to what degree does an on-line cultural intervention influence the way in which participants value, see relevance in, identify and articulate intercultural skills and perspectives in their lives today?

A mixed methods approach is utilized, using both quantitative and qualitative methods for purposes of triangulation of data as well as achieving deeper understanding and further explanation of quantitative findings. The population consists of students who studied abroad between Fall 2008 and Fall 2011. Using a matched pair design, students who also participated in an online cultural mentoring (OCM) course were matched statistically to students not exposed to the course. Results suggest significant positive effects of OCM on in-country learning and broader intercultural competencies and skills. These findings, in combination with its relatively low operating and administration cost, suggest that OCM shows promise as a feasible and scalable cultural mentoring option. Qualitative analysis largely supports the quantitative findings and sheds additional light

on subtle but important differences in how OCM participants articulate and value intercultural skills and perspectives, compared to non-OCM participants. Policy implications and research recommendations are offered.

## TABLE OF CONTENTS

<b>Acknowledgements .....</b>	<b>i</b>
<b>Abstract .....</b>	<b>iii</b>
<b>List of Tables .....</b>	<b>ix</b>
<b>List of Figures .....</b>	<b>x</b>
<b>List of Appendices .....</b>	<b>xi</b>
<b>Chapter 1: Introduction .....</b>	<b>1</b>
<b>Statement of Problem .....</b>	<b>1</b>
<b>Context.....</b>	<b>3</b>
Globalization .....	3
Internationalization and International Education in Higher Education .....	6
International Education and Study Abroad .....	8
Study Abroad and Intercultural Education .....	9
Technological Advances and Implications for Education .....	10
Intersection of Technology and Study Abroad and Cultural Mentoring .....	12
<b>Context of Study.....</b>	<b>13</b>
<b>Purpose of the Study .....</b>	<b>15</b>
<b>Research Overview .....</b>	<b>16</b>
<b>Researcher's Background and Disclosure .....</b>	<b>16</b>
<b>Definitions .....</b>	<b>17</b>
<b>Theoretical Frameworks .....</b>	<b>18</b>
Social Contact theory.....	18
Developmental Model of Intercultural Sensitivity.....	19
Transformational and experiential adult Learning Theories .....	22
experiential Learning Theory .....	22
Transformational Learning Theory.....	24
<b>Conceptual Framework.....</b>	<b>24</b>
<b>Chapter 2: Literature Review.....</b>	<b>25</b>

<b>Culture .....</b>	<b>25</b>
<b>Intercultural Studies.....</b>	<b>26</b>
<b>Implications of Intercultural Studies for this Research.....</b>	<b>30</b>
<b>Immersion vs. Facilitated Culture Learning: a Review of the Empirical Literature</b>	<b>32</b>
<b>E-learning considerations .....</b>	<b>42</b>
Potential Areas of Compatibility with Intercultural Mentoring.....	44
Potential Areas of incompatibility .....	47
Potentially Problematic characteristics of Online Delivery of Intercultural Education	49
<b>Conclusion .....</b>	<b>52</b>
<b>Research Questions .....</b>	<b>54</b>
<b>Chapter III: Methodology.....</b>	<b>55</b>
<b>Introduction.....</b>	<b>54</b>
<b>Research Design .....</b>	<b>57</b>
Quasi-Experimental design using Mixed Methods approach.....	56
<b>Study Population and Propensity Matching Methods.....</b>	<b>58</b>
Population .....	58
Matched Pair Methodology and Procedure .....	59
<b>Empirical Setting/Site Selection .....</b>	<b>61</b>
<b>Data Collection .....</b>	<b>63</b>
Surveys.....	63
Recruitment and Data Collection Procedures.....	65
Incentive.....	65
<b>Variables .....</b>	<b>65</b>
In-Country Learning variables .....	66
Study Abroad Outcome variables.....	72
Value and Relevance of Intercultural Skills .....	77
<b>Data analysis.....</b>	<b>78</b>
<b>Chapter 4: Results .....</b>	<b>80</b>
<b>Response rate and Propensity Matching Results .....</b>	<b>81</b>
Response Rate for Survey 1 .....	81
Response Rate for Survey 2 .....	81



Discussion of response Rates.....	82
Propensity Matched Pair Results .....	84
<b>Research Question #1 – OCM and In-country Learning .....</b>	<b>87</b>
On-Line Mentoring and Conditions of Transformational Learning (multivariate scale) .....	86
Quantitative Findings .....	87
Level of Treatment.....	92
OCMPs Perceptions of on-line cultural mentoring efficacy toward in-country learning .....	94
Qualitative Findings .....	97
<b>Research Question #2 – OCM and Intercultural Competencies .....</b>	<b>99</b>
Qualitative Findings .....	99
Correlation between CTL and IDI/GMS Results .....	102
Direct Effects of OCM on IDI/GMS .....	102
Additional analysis of IDI results .....	104
<b>Research Question #3.....</b>	<b>106</b>
Quantitative Analysis of survey items.....	106
Qualitative Analysis.....	107
Analysis of other relevant data .....	117
<b>Chapter 5: Discussion .....</b>	<b>120</b>
<b>Introduction.....</b>	<b>120</b>
<b>outcomes: In-country.....</b>	<b>121</b>
Level of immersion and in-country impacts.....	125
<b>Outcomes: Post Study Abroad (IDI and GMS) .....</b>	<b>127</b>
<b>Mixed Results: Direct effect of OCM on IDI and GMS.....</b>	<b>131</b>
<b>Mixed Results: Perceptions of value, relevance and ability to Identify and Articulate Intercultural Skills and Perspectives .....</b>	<b>134</b>
<b>Policy Implications .....</b>	<b>136</b>
<b>Suggestions for Future Research .....</b>	<b>139</b>
<b>Usefulness of Matched Pair Design .....</b>	<b>142</b>
<b>Strengths and Limitations.....</b>	<b>143</b>

<b>Conclusions .....</b>	<b>147</b>
<b>Works Cited.....</b>	<b>149</b>
<b>Appendices.....</b>	<b>162</b>

## LIST OF TABLES

Table 3.1. Variables employed in matched-pair design.....	61
Table 3.2. Variables employed for in-country learning analyses .....	72
Table 3.3. Tests of internal validity of multi-item scales .....	75
Table 3.4. Variables employed for analyses of intercultural competence.....	77
Table 4.1 Response rate calculation for Stage 1 and Stage 2 survey data collection.....	82
Table 4.2 Stage 1 Survey Response by Program Year .....	84
Table 4.3. Student Characteristics across Matched Groups.....	84
Table 4.4 Respondent Demographic Profile.....	86
Table 4.5 Descriptive statistics of in-country learning, immersion, program duration and online cultural mentoring.....	89
Table 4.6 In-Country Conditions for Transformational Learning.....	91
Table 4.7 Samples of OCMP responses .....	99
Table 4.8 Correlation of Predicted Conditions of Transformational Learning (CTL) and Intercultural Competence (IDI; GMS).....	102
Table 4.9 Comparison of Intercultural Competence (IDI; GMS) by Enrollment in Online Cultural Mentoring .....	103
Table 4.10 Regression of Online Culture Mentoring and Nested Level of Treatment (LOT) on Intercultural Competence (IDI-D0; GMS) .....	104
Table 4.11 Weighted Utterances of open-ended question .....	114

## LIST OF FIGURES

Figure 1.1 Conceptual Framework: Online Cultural Mentoring Effects on Conditions of Transformational Learning.....	24
Figure 3.1 Research Design and Timetable.....	57
Figure 4.1 Conceptual Framework: Online Cultural Mentoring Effects on Conditions of Transformational Learning.....	88
Figure 4.2 Interaction Effect of OCM and Target Language Courses .....	92
Figure 4.3 In-country study abroad experiencing and sense-making <sup>1</sup> by online cultural mentoring LOT. ....	95
Figure 4.4 Percent of students enrolled in OCM course, <i>Global Identity</i> , indicating agreement.....	97
Figure 4.5 Conceptual Framework: Online Cultural Mentoring Effects on Intercultural Competence .....	100
Figure 4.6 Comparison of IDI Subscales between OCMPs and Non-OCMPs .....	105
Figure 4.7 OCMPs' Perceptions of GI Influence .....	119
Figure 5.1 Conceptual Framework: Online Cultural Mentoring Effects on Re-Entry and Conditions of Transformational Learning.....	142

## LIST OF APPENDICES

Appendix A: Sample Items: Intercultural Development Inventory .....	163
Appendix B: Sample Items: Global-Mindedness Scale (Survey 1) .....	164
Appendix C: Sample Survey Items: Study Abroad Survey (Survey 1) .....	165
Appendix D: IRB Approval .....	166
Appendix E: Recruitment Email Messages.....	167
Appendix F: Consent Form.....	172
Appendix G: Demographic and Background Information .....	173
Appendix H: Course Syllabus: EdPA/OLPD 3103: Global Identity: Connecting Your International Experience to Your Future.....	177
Appendix I: Permission to use E.J. Hett's Global Mindedness Scale .....	181

## CHAPTER 1: INTRODUCTION

For the past six and a half years the University of Minnesota has offered the online course, EdPA 3103 (Maximizing Study Abroad /Global Identity) to its study abroad participants. This course is a “curricular intervention” established to support study abroad students in their efforts at language and culture learning. This course is not the only intervention of this nature, but it is one of the very first, and is among an increasing number of similar offerings nationwide. The current study seeks to learn if and to what degree this approach to supporting students in their culture learning efforts directly or indirectly impacts in-country learning and broader desired outcomes, such as intercultural development and other transformational growth.

### **STATEMENT OF PROBLEM**

Increasingly, study abroad is becoming an integral part of the undergraduate educational experiences. The Lincoln Commission has recommended that by 2016 the U.S. send one million undergraduate students overseas for a cultural immersion experience. It is assumed that through the immersion aspect of the experience participants learn skills and perspectives they cannot learn as easily at their home campus, specifically, increased understanding and ability to “effectively and appropriately” interact with people from diverse cultural backgrounds. To illustrate further the support as well as the assumptions around study abroad outcomes, the Senator Paul Simon Study Abroad Act was signed into law as a measure to “ensure global competency of U.S. College graduates”. This program describes the value of study

abroad as “a learning opportunity uniquely capacitated to enable students to develop critical skills needed to compete in today's global economy, including foreign language fluency, strong problem-solving and analytical capability, a tolerance for ambiguity, and cross-cultural competence” (NAFSA, 2013). The theoretical and empirical literatures, however, are challenging the assumptions of the immersion model, that is, of and by itself, the immersion experience is insufficient for bringing about significant changes in at least one of the overarching learning objectives of the study abroad experience, cross-cultural competence (Citron, 2002; Engle & Engle, 2004; Pedersen, 2009; VandeBerg, Connor-Linton, & Paige, 2009; Vande Berg, Paige, & Lou, 2012). Indeed, recent studies show that interventions to support and facilitate the in-country culture learning processes are effective in helping study abroad participants maximize the potential benefits of the experience abroad. This is explicated as well as demonstrated through highlighted studies in a recent publication, *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It* (Vande Berg, Paige, & Lou, 2012).

The problem is that while cultural mentoring and curricular interventions are receiving more attention among international educators, these efforts are “uneven at best...[or] nonexistent” (Paige & Goode, 2009). There are many reasons for this. Many professionals in the field do not have the background or the training to be effective cultural mentors (Goode, 2008; Ziegler, 2006). This takes a great deal of experience, skill and knowledge about not only various aspects of culture learning, but also an understanding of the responsibility surrounding this type of education (Paige R. M., 1993; Paige & Goode, 2009; Savicki, 2008). Another reason has to do with resources. It

is often the case that programs lack the resources to support their students in this capacity during the- predeparture, in-country, re-entry phases of the study abroad experience. On-site culture learning courses are not always feasible solutions for addressing this need, at least in the short and medium terms. The cost of training and compensating staff is likely to be prohibitive for many programs. Further, monitoring for consistency and quality would be costly. Another promising solution that is increasingly being implemented by universities is the online delivery of cultural mentoring and culture learning courses, whereby study abroad students enroll in a credit-bearing course that is taught by instructors at home. While substantial evidence suggests that intercultural training and cultural mentoring in traditional classroom settings facilitates intercultural learning (Black & Mendenhall, 1990; Engle & Engle, 2004; Pedersen, 2009; VandeBerg, Connor-Linton, & Paige, 2009; Vande Berg, Paige, & Lou, 2012) questions remain surrounding the impact of this unique combination of content (intercultural education), context (study abroad) and delivery method (online).

## **CONTEXT**

### **GLOBALIZATION**

Higher education has been and continues to be shaped by changing world trends associated with globalization. This complex process has proven to be one of “the most nebulous and misunderstood” concepts (Beck, 2000, p. 19); however, scholars attempt to define and conceptualize it, as its implications and ramifications cannot be ignored. This is especially true for education (Singh & Papa, 2010). Globalization has been defined many times over. A review of selected definitions offers a strong sense of its core



characteristics. Anthony Giddens (1991) defines globalization as the “intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa”. He also purports that globalization is the dialectic of homogenization and heterogenization, meaning that the “interconnectedness among different people, things and ideas homogenizes the world and yet at the same time the world becomes heterogenized as people are more aware of differences due to the increasing proximity with differences under a globalized world” (Giddens, 1991, p. 22). Another definition of globalization is provided by Robertson (1992), “Globalization is the process by which all peoples and communities come to experience an increasingly common economic, social and cultural environment; but globalization as a theory, deals with the compression of the world and intensification of consciousness of the world as a whole” (p. 8). While there are many definitions and ways to think about globalization, at the core of each is the concept of increasing interconnectedness and interdependence among peoples.

The beginnings of globalization are also debated among scholars; however, increased interest and ability to interact with others (in-person or on-line) are widely attributed to an intensification of globalization over the last sixty years. Many believe that the years following World War II marked a significant shift in the way people see and understand their place in the world. The Post War era has been characterized by increased international travel, first for the purposes of rebuilding, peace-keeping, and increasing knowledge and understanding of people in other countries in hope of avoiding future wars, then for the purpose of vacationing and business (Pusch, Sp 2006). The

Marshall Plan was the precursor to many new international development activities and exchange programs (Pusch, Sp 2006). Two of which are the Fulbright program, established in 1946, and the Peace Corps, which was born in 1960. Further, travel of individuals for work or play has, in general, become much more accessible. Another contributor to the speed up of globalization over the last 15 years is the invention of the Internet. Ideas, trade, knowledge are now shared by millions of people, instantaneously.

Regardless of how it is defined or when it started, this increasingly complex tapestry of human connections is both a product and a catalyst of globalization that has profound implications for education. It is reported that higher education is likely one of the most effected institutions by globalization (Singh & Papa, 2010). Globalization impacts education on macro and micro levels. Forces of globalization are catalysts to new developments that impact what education looks like and how it is operationalized. For instance, new developments include the emergence of new education providers (e.g. multi-national companies, corporate universities, and media companies); new forms of delivering education (e.g. distance, virtual and new face-to-face); greater diversification of qualifications and certificate; increasing mobility of students, programs, providers, and projects across national borders; more emphasis on life long learning (Singh & Papa, 2010). On the micro level the increase in cross-cultural interactions, exchange of ideas, and resulting challenges have required institutions of higher education to make substantial changes from within in order to stay relevant by creating a workforce that can function effectively and respond to new challenges of the times. Singh and Papa write, “the globalization of the economy and it concomitant demands on the workforce requires

a different education that enhances the ability of learners to access, assess, adopt, and apply knowledge, to think independently, to exercise appropriate judgment, and to collaborate with others to make sense of new situations” (p. 3). Ultimately, globalization demands that institutions of higher education develop new approaches and new curricula that prioritize the integration of global, international and intercultural skills, perspectives and opportunities.

#### INTERNATIONALIZATION AND INTERNATIONAL EDUCATION IN HIGHER EDUCATION

One major response of universities and colleges to globalization is the “internationalization” of education. *Internationalization* of the curriculum (IoC) is the process of “incorporate[ing] an international and intercultural dimension into the content of the curriculum, the teaching and learning arrangements and support services of a program of study” (Leask, 2009, p. 209). Internationalization demands attention at all levels (institution, college, division, department, individual classroom) and across all disciplines, including those that have been largely overlooked/ignored as sites for global learning, such as the sciences (McTighe Musil, 2006). Clearly, IoC is a complex task, requiring intentional, comprehensive and systematic effort. Unfortunately, many institutions still do not take this approach (Mestenhauser, 2011). As a result of unfocused efforts at internationalization, students often complete their degree programs with a “fractured view of the global community” and a lack of intercultural perspectives and skills necessary to live and work effectively in today’s world (McTighe Musil, 2006). This continues to be an important area for practice and research.

Mestenhauser (2002) makes a distinction between internationalization and international education. Broadly speaking, he contends that *internationalization* is a larger reform that “needs to happen if our educational institutions are to respond to the dramatic changes in the world of today” (p. 169). *International Education* refers to the various steps universities and colleges take in order to achieve this broad reform. International Education is therefore “accomplished through faculty exchanges, integration of global perspectives into course curricula, requiring enrollment in courses specifically identified by faculty committees as international/intercultural in nature, increasing the international student population on campus, and establishing strong study abroad offerings for both undergraduate and graduate students” (Mestenhauser, 2002). Each of these facets of international education have their stated goals and objectives, however, one of the meta-objectives that spans them all is increasing the institutions as well as the graduates abilities to interact more effectively with people from other cultures, or as Singh and Papa put it, “to exercise appropriate judgment and to collaborate with others to make sense of new situations” (2010, p. 3). The “heterogenization” of the world has indeed surfaced a problem previously unaddressed, unknown, ignored, or at best, largely underestimated- a general inability to function effectively across cultures (Pusch, Sp 2006). This research hones in on international education efforts related to study abroad programming because it is one of the most direct pathways for students to achieve perspective, skills and knowledge necessary for being effective in today’s world, as evidenced by the increasing levels of investment and support as well as mandates initiated at institutional, state and federal levels.

## INTERNATIONAL EDUCATION AND STUDY ABROAD

During the past few decades study abroad has become a major pillar of most, if not all, universities' international education efforts. The 2009 Institute for International Education *Open Doors* report on student mobility reports a 150% increase in US students studying abroad over the last decade. Since 1985, the number of US students studying abroad has increased 700%, with a little over 50,000 students going abroad in 1985-1986. By 2000, the number of study abroad participants nearly reached 250,000 (Open Doors Online, 2009). Even with this growth, institutions of higher education still have miles to go to reach their study abroad enrollment goals, as still, approximately only one percent of all college students study abroad each year (Open Doors, 2012). Federal law calls for and supports growth in study abroad participation. Referenced earlier, the Simon Study Abroad program, inspired by the late Senator Paul Simon and the Lincoln Commission on Study Abroad recommendation, offers incentives to universities that seek to advance three national goals: 1) One million U.S. college students will study abroad annually for credit by 2020, 2) Study abroad participants will be representative of the undergraduate population in terms of gender, ethnicity, income level, and field of study, 3) A significantly greater proportion of study abroad will occur in nontraditional destinations outside Western Europe (NAFSA, 2013).

For the purpose of this research, study abroad refers to credit bearing programs through which students take courses in another country and receive degree credit at their home campuses. Through these programs, it is assumed that the immersion aspect of the experience offers opportunities to learn skills and perspectives that they cannot learn as

easily at their home campus, specifically increased understanding and skills necessary to effectively interact with people from diverse cultures. As referenced earlier, the Senator Paul Simon Study Abroad Act was signed into law as a measure to “ensure global competency of U.S. College graduates”. This program describes the value of study abroad as “a learning opportunity uniquely capacitated to enable students to develop critical skills needed to compete in today's global economy, including foreign language fluency, strong problem-solving and analytical capability, a tolerance for ambiguity, and cross-cultural competence” (NAFSA, 2013). The non-academic, out-of class experiences (e.g. cooking with a host family, studying with host nationals, navigating a new transportation system, attending a sporting event) are generally considered to be the impetus for achieving the “critical skills” listed above. The theoretical and empirical literatures challenge the assumptions of the immersion model, that is, of and by itself, the immersion experience is insufficient for bringing about significant changes in at least one of the overarching learning objectives of the study abroad experience, cross-cultural competence, and in fact, at times has the opposite effect of strengthening stereotypes and prejudices (Savicki, 2008).

#### STUDY ABROAD AND INTERCULTURAL EDUCATION

The concepts of intercultural competence (synonymous with cross-cultural competence) and intercultural development are central to this study and are explored in greater detail in chapter two. By way of introduction here, it is important to note that there is a general consensus on what these terms mean. Through a rigorous and iterative

Delphi study involving twenty-three of the most influential authors in the field, Deardorff (2008) summarized their perspectives with the following definition: Intercultural competence is, “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (p. 33). Intercultural development, then, is the process by which one achieves intercultural competence.

Becoming interculturally competent is a process- a life-long journey, one that is believed to be transformative in nature. The goals of intercultural educators are lofty: to facilitate transformational change from attitudes of fear, and even tolerance, to understanding, acceptance, respect and appreciation of the other. Developing what Bennett (2008) refers to as “global souls” is the bigger potential of the study abroad experience. Though, research tells us that immersion experiences are not yet consistently executed in ways that consistently bring about this change.

#### TECHNOLOGICAL ADVANCES AND IMPLICATIONS FOR EDUCATION

Another external force impacting the way in which higher education approaches preparing students for the future is the rapidly changing and increasing affordances of technology. This is yet a catalyst to and a product of globalization. There is currently a monumental shift taking place in education. Educators, administrators, and students are beginning to see and understand opportunities associated with education in whole new ways. Affordances of technology allow for greater accessibility, creativity, flexibility and opportunity in education. E-learning is a term used to describe the intersection between

electronics (technology) and education (learning). It is defined as the “use of the Internet to access learning materials: to interact with the content, instructor, and other learners: and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience” (Ally, 2008). While there exists a wide spectrum of e-learning opportunities, from web-facilitated (course that uses web-based technology to facilitate what is essentially a face-to-face course, using a course management system (CMS) or web pages to post the syllabus and assignments), to blended, or hybrids (course that blends online and face-to-face delivery; substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings) to online (a course where most or all of the content is delivered online; typically have no face-to-face meetings ), it is evident that traditional classes without any degree of computer mediated learning (CML) are becoming a thing of the past (Allen & Seaman, 2007). New educational/learning opportunities resulting from technology, student demand for technology and university initiatives to keep up with other institutions of higher education and to stay relevant make this the case.

According to an Alfred P. Sloan Foundation report, the *Online Nation, five years of growth in online learning*, in 2007 the growth in enrollments in online courses surpassed the growth of overall student population in higher education by nearly ten to one (Allen & Seaman, 2007). This has immense implications for all aspects and all players in all levels of education. From a mega perspective, Hiltz and Turoff (2007) project that in fifty years we will have moved from “face-to-face courses using



objectivist, teacher-centered pedagogy and offered by tens of thousands of local, regional, and national universities to online and hybrid courses using digital technologies to support constructivist, collaborative, student-centered pedagogy, offered by a few hundred ‘mega-universities’ that operate on a global scale” (Hiltz & Turoff, 2007, cited in Andrews and Haythornthwaite, 2007). At a more micro level, e-learning is having major impacts on educational fundamentals such as course design, course management, and interactions between instructor and students, students and students, and student and content. Ultimately the roles of teacher and learners are changing, both have to learn and practice new ways of interacting, teaching and learning (Andrews & Haythornthwaite, 2007; Hiltz, Turoff, & Harasim, 2007; Moore, 1997).

#### INTERSECTION OF TECHNOLOGY AND STUDY ABROAD AND CULTURAL MENTORING

Recent research findings dispelling the assumption that study abroad automatically leads to intercultural competence are leading educators and scholars to develop and study “intervention” programs that strive to facilitate intercultural development of study abroad participants. These programs are few and far between, however, the ones that do exist largely take place in a face-to-face classroom setting before, during and/or after the experience. The current study takes place where cultural mentoring and online education intersect.

## **CONTEXT OF STUDY**

Participants of this study were all enrolled in a University of Minnesota study abroad program. One half of the participants were enrolled in an online cultural mentoring course, Global Identity, and the other half were not enrolled in the course.

Global Identity is a one-credit, online, cultural mentoring (OCM) course that seeks to support participants in their culture and language learning while they are taking place. It offers study abroad participants a unique opportunity to engage in guided reflection exercises while in-country, and receive individualized, targeted feedback from trained instructors back in the United States. All communications between instructors and students are online, including the syllabus, readings, submission of reflection papers and the feedback from instructors. Global Identity instructors contact their students prior to departure to establish the relationship and kick-off the course.

Assignments and feedback are designed to facilitate the acquisition of intercultural competencies by encouraging a) deeper reflection of feelings, reactions and incidents, b) new ways of thinking and behaving and c) application of culture specific and culture general knowledge learned through experience and course content. It also emphasizes the broader application and transferability of a tangible intercultural skill-set as well as ways to market these skills at home. Students are required to submit six reflection papers that demonstrate an understanding of intercultural communication concepts addressed in the readings or by their instructors via an online “bulletin board” or “forum”, and an ability to apply these concepts to their lived in-country experiences. For

their part, instructors provide feedback that both supports and challenges participants in their adjustment process, their intercultural interactions and their thinking. The six assignments are: 1) pre-departure reflection that outlines their goals and expectations for study abroad, 2) a “See and Respond” reflection, which requires participants to identify a song or picture and describe how it reflects their experience/feelings in their host culture, 3) a “Lens Shifting and Comparative” exercise asking students to compare some aspect of two cultures and to describe it from multiple cultural lenses 4) a “portfolio” whereby participants articulate the intercultural skills and global perspectives they are achieving abroad and how they are transferrable to their home culture setting, 5) a “Preparing to Return” paper where they reflect on how they, and others, may have changed over the semester, and 6) (optional) a re-do of assignment 4, the portfolio, if they wish to continue work on their portfolio after having received instructor feedback. These assignments build upon one another and require participants to apply their intercultural concepts to their in-country experiences. Excerpts from the course syllabus is attached (Appendix H).

GI is one of the largest and most established online cultural mentoring (OCM) offerings. Global Identity is a second iteration of the original online course, Maximizing Study Abroad. In the Fall of 2006, the University of Minnesota’s Department of Educational Policy and Administration, newly the Department of Organizational Leadership and Policy Development (OLPD), partnered with the Learning Abroad Center (LAC) to offer a new language and culture learning course, EdPA 3103: Maximizing Study Abroad (MaxSA), to study abroad participants. All students studying abroad

through the LAC were required to participate in this one credit on-line course while in their host country. In 2008, this course was modified to emphasize the relevance and future tangible benefits associated with greater intercultural competence under the new name “Global Identity” (GI). Another important change from the original MaxSA course is that GI is and never was a mandatory requirement for study abroad participants. More details regarding course and the Maximizing Study Abroad research program can be found in the Paige, Harvey, and McCleary chapter of *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It* (Vande Berg, Paige, & Lou, 2012).

### **PURPOSE OF THE STUDY**

The purpose of this study is to examine the impacts of online cultural mentoring on the participants’ in-country experience and various learning outcomes related to intercultural sensitivity, global-mindedness, and how participants value, see relevance in, identify and articulate their intercultural skills and perspectives achieved abroad. In addition, I will explore the relationships of in-country impacts of on-line cultural mentoring and learning outcomes. This approach is expected to provide additional insights into both the direct and indirect impacts of online intercultural mentoring on key learning objectives mentioned above. The research questions are:

**Q1:** In what ways and to what degree does an online cultural mentoring intervention influence the in-country learning experience?

**Q2:** In what ways and to what degree does on-line cultural mentoring influence broader

intercultural competencies (intercultural development and/or global-mindedness)?

**Q3:** In what ways and to what degree does an on-line cultural intervention influence the way in which participants value, see relevance in, identify and articulate intercultural skills and perspectives in their lives today?

### **RESEARCH OVERVIEW**

The methodology employs a quasi- experimental design. Comparisons are made between study abroad participants who enrolled in and completed an online cultural mentoring course (OCM), Global Identity, and study abroad participants who did not enroll in the OCM. Participants were drawn from a pool of students who had enrolled in a study abroad program through the University of Minnesota's Learning Abroad Center (LAC) between Fall 2008 and Fall 2011. Methods used were primarily quantitative in nature; however, analysis of open-ended survey items was also conducted, which provide a great deal of added insight. Thus, a mixed methods approach best characterizes this research.

### **RESEARCHER'S BACKGROUND AND DISCLOSURE**

It is important to note the researcher's background in this case. As a graduate student, I was a teaching assistant for the Maximizing Study Abroad/Global Identity course for six semesters. Teaching this course has not only made my pursuit of a graduate degree possible, but it has allowed me tremendous opportunities for personal,

academic and professional growth. For this I am grateful. Further, I have become invested in this course, as over the years I have helped shape it, as well as taught over 200 undergraduate students and supported their intercultural development. While this close involvement with the research topic and subjects brings additional depth of knowledge and insight into the data, it also presents the potential for investigator bias. This is a concern that was taken seriously, and managed through adherence to best practices in research, including analysis of various forms of data (quantitative, qualitative and participants' reported perceptions) as a means of triangulation.

### **DEFINITIONS**

**Culture-** Values, beliefs, attitudes, preferences, customs, learning styles, communication styles, history/historical interpretations, achievements and accomplishments, technology, the arts, literature, etc.—the sum total of what a particular group of people has created together, share and transmit (Paige, 2006).

**Distance education-** Refers to educational programming in which the instructors are separated from the students.

**Global-mindedness-** A worldview in which one sees oneself as connected to the global community and feels a sense of responsibility to its members. This commitment is reflected in the individuals attitudes, beliefs and behaviors" (Hett, 1993, p.7).

**Intercultural competence** - The ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes (Deardorff, 2008).

**Intercultural development-** The process by which one achieves intercultural competence.

**Intercultural Sensitivity-** Intercultural Sensitivity is defined as the ability to discriminate and experience relevant cultural differences (Hammer, Bennett & Wiseman, 2003).

**Online learning-** Online learning is a sub-set of e-learning. It refers to courses where most or all of the content is delivered online; typically having no face-to-face meetings (Allen, 2007).

## **THEORETICAL FRAMEWORKS**

This research is heavily influenced and shaped by four theoretical frameworks: Gordon Allport's Intergroup Contact Theory, Bennett's Developmental Model of Intercultural Sensitivity (1993), and two adult learning models: Mezirow's Theory of Transformational Learning and Kolb's (1984) Experiential Learning. These will each be reviewed below.

### **INTERGROUP CONTACT THEORY**

Gordon Allport's Intergroup Contact theory informs this study as it directly addresses a leading, yet misinformed, assumption of study abroad. As mentioned earlier, it has been assumed for many years that sending students to live in another culture will inevitably lead to greater understanding of others and increased abilities to navigate those relationships. While Allport agrees that contact with "others" is critical for increasing our understanding of one another and reducing stereotypes and prejudices, he also submits that in order for social contact to lead to positive outcomes they must be properly managed. Certain conditions must be met, including: individuals must (1) have reason to cooperate, (2) see themselves as equals, (3) have support from authorities, and have (4) personal, informal interactions (Allport, 1954). International educators have learned over

recent years that this theory is exceedingly applicable in the study abroad context. Recent findings in study abroad research indeed suggest that stereotypes are often reinforced between study abroad participants and the host nationals and increased cross-cultural understanding is thwarted when there is no intervention (see Chapter 2- literature review). Research in the field of international and intercultural education shows that “managing” contact in the study abroad context through cultural mentoring “interventions” facilitates positive interactions and increased growth.

#### DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY

Bennett (1993) offers an intercultural theory that ultimately reiterates Allport’s overarching claim. He contends that accepting, understanding, and appreciating people from other cultural backgrounds does not come naturally to humans, and offers the Developmental Model of Intercultural Sensitivity as a framework for understanding how individuals naturally construe cultural difference as well as a pathway for “changing our natural behavior”. Movement from one stage to another requires intentional effort and often an “intervention”, such as a cultural mentor.

Bennett’s stages of intercultural sensitivity are linked to cognitive capacity for learning the skills necessary for navigating cultural differences (Paige R. M., Cohen, Kappler, Chi, & Lassegard, 2006). Milton Bennett’s Developmental Model of Intercultural Sensitivity (DMIS) is an important theoretical framework in intercultural education as it offers further insight into the *developmental* process associated with intercultural sensitivity. The DMIS is also important because it can be used as a learning tool in helping sojourners understand how they approach and construe differences (Lou &



Bosley, 2008; Paige & Goode, 2009). Further, this model is especially valuable because there is a valid and reliable instrument, the Intercultural Development Inventory (IDI), that measures one's worldview with respect to difference (Hammer M. , 2011; Hammer, Bennett, & Wiseman, 2003).

While the development process is not linear nor always forward moving, the model is illustrated as a continuum from the *ethnocentric* stages to the *ethnorelative* stages. Persons fitting into the ethnocentric perspectives “assume that the world view of one's own culture is central to all reality” (Bennett M. , 1998, p. 30). Persons in the ethnorelative stages assume that “cultures can only be understood relative to one another and that particular behavior can only be understood within a cultural context” (Bennett M. , 1998, p. 30). The *ethnocentric* stages include denial, defense, and minimization. Denial refers to a frame of reference in which one does not consider the existence of cultural difference, or if one does, it is assumed to exist elsewhere. The defense worldview is one in which difference is perceived in a negative and threatening light. People in defense recognize difference, fear it, and establish barriers to protect themselves against it. The defense orientation engenders an “us against them” mentality, dehumanizes those who are different, and can therefore lead to dangerous stereotyping and even violence.

Minimization is the stage of the model in which a person emphasizes cultural similarities. A statement such as, “I don't need to look at differences because what is most important is that we are all people with the same needs and desires” is reflective of

the minimization perspective. Bennett writes, “The last attempt to preserve the centrality of one’s own worldview involves an effort to bury difference under the weight of cultural similarities” (Bennett M. , 1998, p. 41). Mitch Hammer presents Minimization stage as a truly transformation stage, meaning that it does not neatly fit the descriptions of a monocultural orientation, and nor does it fully fit into the ethnorelative worldviews (Hammer M. , 2011).

The movement from defense to minimization is a particularly meaningful step in the process; however, the biggest leap involves the transition from minimization to acceptance, an ethnorelative perspective. Movement into the acceptance stage is significant because at this stage a person no longer sees his/her culture as central to reality or representative of the one “right” way to do things. Movement into this developmental stage represents a “major change in the meaning attributed to difference” (Bennett M. , 1998, p. 46). A person in this stage acknowledges, accepts and respects difference. Further, she understands that “there is no absolute standard of rightness or “goodness” that can be applied to cultural behavior” (p. 46). Adaptation takes appreciation, respect and understanding of differences characteristic of the acceptance stage to a much deeper level. At this stage one begins to link the deeper values, beliefs, attitudes (subjective culture) to the differences they observe. They know enough about the host culture and have the attitudes that enable them to engage in cognitive frame-shifting—attempting to understand interactions/observations from the host culture perspective. They also begin to see the value in adapting their own behaviors to match those of the host culture. Integration stage is reached when one begins to integrate

aspects of the host culture into their own cultural identity, thereby becoming multicultural (Bennett M. , 1998, p. 59). Bennett refers to Adler (1975) as he defines the multicultural person as “one whose essential identity is inclusive of life patterns different from his own and who has psychologically and socially come to grips with a multiplicity of realities” (Bennett M. , 1998, p. 59).

#### TRANSFORMATIONAL AND EXPERIENTIAL ADULT LEARNING THEORIES

Increasing one's intercultural sensitivity, progressing along the DMIS, represents a fundamental change, a transformation, in the way one understands the world and his place in it. There are two learning theories that have been integral to the way international educators think about learning in the study abroad context, and both emphasize the critical role of reflection and experience in deeper learning of both content and self.

#### EXPERIENTIAL LEARNING THEORY

Kolb's Experiential Learning model (learning by doing) focuses on a cyclical/spiraling process of learning, whereby one learns through concrete experiences, reflecting, conceptualizing abstractly, experimenting, then starting the cycle over applying what she has learned previously to a new concrete experience (Kolb, 1984). The spiraling cycle continues and learning deepens. This can lead to a more profound learning of the content and lessons at hand, but at times it can also lead to personal changes as well. This is the type of learning Mezirow (1997) speaks of in his Transformational Learning theory.

## TRANSFORMATIONAL LEARNING THEORY

Mezirow argues that educators should strive to impart deep understanding of content but also to affect personal change, or transformation. This refers to the type of learning that has a lasting impact on the learner, extending beyond the moment or the immediate lesson. It is described as “learning that induces more far-reaching change in the learner than other kinds of learning, especially learning experiences which shape the learner and produce a significant impact, or paradigm shift, which affects the learner's subsequent experiences ” (Clark, 1993). Ultimately, this is largely the type of learning educators wish to affect through the study abroad experience. Like Kolb, Mezirow focuses on experience and reflection, however he considers the nature of the experience important. Disorienting or jarring experiences, moments that cause a person to reconsider his worldview--core beliefs, values, are the catalyst to perspective change. In study abroad, there are many opportunities for this to occur. Moments of culture clash are frequent, though not always recognized as such by students. This recognition of difference is key to intercultural development. It is important to note that disorienting dilemmas do not always lead to positive change. They can also cause retreat back into previously held belief systems. Thus, learning more about the degree to which students experience these dilemmas and how their learning is affected by them is important. Another emphasis is critical discourse. Mezirow believes that reflection through critically considering these jarring moments (acknowledgement of difference) through dialogue (i.e. communicating with peers, instructors, mentors, etc.) is key to bringing about not only a better understanding of a situation or interaction, but also a true change in how one

understands him/herself or the world around her. These notions are supported in the intercultural research. Bacon (2002) found that students learn the culture and how to navigate successfully within it through difficult and authentic encounters with the host culture. Adler is another, among many, who contends that disorientating experience is integral to growth (Adler, 1972).

### **CONCEPTUAL FRAMEWORK**

The conceptual framework of this study is heavily guided by these theories. The impacts of online cultural mentoring is an effort to manage the cultural contact of study abroad participants and their host culture experiences. This “intervention” seeks to aid students in their language and culture learning, with broader, more transformational learning objectives related to increased intercultural competencies. It is anticipated that the online cultural mentoring course will influence the in-country experience in a way that leads to heightened conditions associated with transformational learning, and that this will be positively correlated with various aspects of personal growth, specifically intercultural development, global-mindedness, and perceptions of value and relevance of these new skills and perspectives in their lives today.

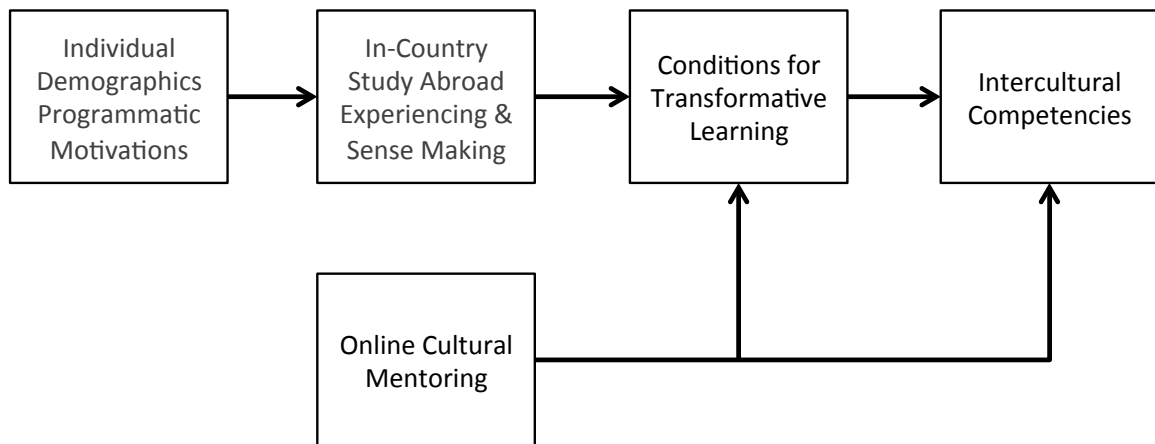


FIGURE 1.1: CONCEPTUAL FRAMEWORK: ONLINE CULTURAL MENTORING EFFECTS ON CONDITIONS OF TRANSFORMATIONAL LEARNING

## CHAPTER 2: LITERATURE REVIEW

### CULTURE

This review of the literature begins with the seminal research surrounding culture and cultural differences. Over the past fifty years, there have been a number of robust and insightful studies on the significant ways in which cultures influence our lives, how they differ, how humans respond to difference, as well as the ways in which culture influences how we process, perceive, and interpret information and the world around us. There are over 160 definitions of culture; as such it is a concept that is multifaceted (Ting-Toomey & Chung, 2005). Paige (2006) offers a useful definition of culture which states that culture is the “values, beliefs, attitudes, preferences, customs, learning styles, communication styles, history/historical interpretations, achievements and accomplishments, technology, the arts, literature, etc.—the sum total of what a particular group of people has created together, share and transmit” (2006, p. 43). Another definition used often in intercultural literature comes from Berger’s and Luckmann’s piece, *The Social Construction of Reality* (1966). It is valuable because it identifies two interconnected but separate elements of culture- objective and subjective culture. Objective culture refers to such things as art, theater, architecture, music, cuisine, fashion, and even the political, educational, economic systems. Objective culture can be understood as the outward manifestation of deeper culture, or subjective culture. Subjective culture refers to the aspects of culture that lie below the surface, as illustrated by the Iceberg metaphor (Hall E. , 1976). If subjective culture refers to the part of the

iceberg that is below the surface of the water, objective culture is understood to be at the tip of the iceberg. Considering this image, one can see that subjective culture is much bigger than objective culture and it is foundational in that it is what supports, influences, and defines that which can be observed on the surface. Subjective culture, then, has been defined as, “the learned and shared patterns of beliefs, behaviors, and values of groups of interacting people” (Bennett M. , 1998, p. 3). Subjective culture is what captures the lion’s share of the interculturalists’ attention, and is what will be referred to throughout this paper when discussing culture.

### **INTERCULTURAL STUDIES**

Intercultural studies is a multidisciplinary field, thus works cited in this paper come from such fields as sociology, anthropology, communications, management, and leadership. Scholars in all these areas have increased our collective understanding of individual cultures. Through these works, we now know that while there will always be individual variation beliefs and behavior, culture patterns exist and they differ in significant ways from one another. Seminal pieces in this field come from (Hall E. , 1976; Hofstede, 2001; Kluckhohn & Strodtbeck, 1961). Moreover, these cultural differences deeply influence human interactions. Culture shapes the very core our beings, our personality (Triandis & Suh, 2002), and it influences that which we attend to and perceive in the world around us (Chua, 2005; Ji, Peng, & Nisbett, 2000). Further, culture influences the ways in which people approach learning (Joy & Kolb, 2009), manage conflicts (Hammer R. , 2009; Ting-Toomey, 1999), preserve our public image (Ting-Toomey & Kurogi, 1998; Ting-Toomey, 1999), communicate (Hall E. , 1976;



Saphiere, Kappler, & DeVries, 2005), lead and perceive leadership characteristics (House, Javidan, Dorfman, Gupta, & & associates, 2004), approach intellectual activities (Yershova, DeJaeghere, & Mestenhauser, 2000), apologize (Xiaowen, Park, & Lee, 2009), and even express intimacy (Ting-Toomey, 1991).

The focus of this research is not on learning more about culture patterns, per se, but rather on how a particular course influences the way in which one learns and what one learns in a cultural environment different from one's own. Culture patterns, however, constitute a core knowledge component related to development of intercultural competence; accordingly, I will discuss the seminal works by Kluckhohn and Strodtbeck (1961), Hofstede (2001) and Hall (1959) in this chapter. Kluckhohn and Strodtbeck identified five common "problems" each culture must address. Beyond that, they contend that different cultures approach these problems from different directions. For example, *Relationships* refers to how cultures organize themselves and relate to one another. This orientation answers questions surrounding equality and hierarchy, formality and informality, individualism and collectivism—what obligations do people have to their families, extended families, communities, and themselves. The People-Nature orientation answers questions surrounding the human relations with the world. Some cultures assume the world is animate and therefore treats it and cares for it as such. Other cultures tend to see the world as inanimate, and therefore are inclined to control that which they can.

Anthropologist Geert Hofstede's surveyed over 100,000 IBM employees from 71 countries in order to identify dominant values of different cultures. He identified five value cultural dimensions and discovered that different cultures have different preferences with respect to these dimensions. The orientations are individualism versus collectivism, uncertainty avoidance, power distance, masculinity versus femininity, and past-future orientation to time. For instance, with respect to individualism versus collectivism, the United States has the strongest preference toward individualism than all other countries involved in the study, while Guatemala has the strongest preference for collectivism. Other countries fall somewhere in between. This dimension refers to the degree to which a culture emphasizes the individual over the group, or vice versa. Individualist societies have a stronger tendency to value individualism and independence while more collectivist societies emphasize family, extended family, and community relative to individualist cultures. Others have found additional, and sometimes overlapping, cultural dimensions along which cultures can be placed, such as House (2004) and Trompenaars and Hampden-Turner (1998).

There are other important differences with respect to culture patterns, many of which reflect the underlying value systems described above. Coming from the field of communication, Edward Hall (1989) organized cultures based on the degree to which people in each culture rely on context to derive meaning. High-context cultures tend to draw a great deal of meaning from the context in which a communication is given (physical space, understood norms and practices, non-verbal communication), while low-context cultures place emphasis on the verbal message. Other characteristics of high- and

low- context cultures reflect the cultural values having to do with orientation to time, use of covert and overt messages, and what Hall refers to as in-groups and out-groups. Hall has observed that in general high-context cultures are polychronic, they tend to emphasize nonverbal codes, and have strong in-group tendencies, meaning it is easy to determine who is acting according to norms and who is not. Moreover, high-context cultures place an emphasis on the group over the individual. This particular value dimension, individualism versus collectivism, is worth highlighting, as it comes up time and time again in different culture studies. Many interculturalists believe it to be the value dimension that has the greatest influence on the ways, in which people behave, make choices, and interact with one another (Hall E. , 1976; Triandis, 1995).

In addition to the degrees to which people from different cultures use context to derive meaning, cultures also differ in communication styles. Communication styles and preferences fall into the following categories: direct versus indirect, linear versus circular, and detached versus attached (Bennett, Bennett, and Allen, 1999). Further, cultures vary in the degree to which they express emotion. Communication preferences and styles as well as degree of expressiveness all have ramification to effective communication if they are not understood (Hammer R. , 2009; Saphiere, Kappler, & DeVries, 2005). In fact, conflict styles are examined as a function of culture as well (Hammer R. , 2009; Ting-Toomey, et al., 2000).

## **IMPLICATIONS OF INTERCULTURAL STUDIES FOR THIS RESEARCH**

We can take from these studies that culture has a strong hold on our lives- influencing what we attend to, and how we perceive, think, feel, act, choose, interact, behave, lead, express ourselves, react, create, interpret, manage conflict, communicate, and generally understand the world around us. We also learn from these studies that different cultures have different cultural patterns. The implications of these findings surrounding culture patterns are quite profound, as they indicate that relationships can be undermined or strengthened depending on our understanding of similarities and differences between cultures. Thus, the point of the work on culture patterns cited above was not intended to simply establish, define and conceptualize different perspectives and behaviors but also, and more importantly, to develop a foundation from which we can begin to understand ourselves and others better. For some, cultural differences are understood, valued and appreciated. However, more often than not they remain off the radar and/or are feared, and therefore are not factored into the way people interact with others and interpret situations.

Consequences, big and small, surface as a result of ineffective intercultural interactions. While misunderstandings and inaccurate interpretations cause varying degrees of confusion and challenges in our daily lives, larger issues of vast consequence (i.e. domestic public policy, international relations, as well as matters of life and death) also occur that can be attributed to intercultural incompetence. For instance, from a local policy perspective, in Minnesota there is an on-going tension between taxi companies and their Muslim drivers. Muslim drivers strongly believe they should not have to transport

individuals carrying alcohol, as it is against their deeply held religious beliefs. Taxi companies have a much different perspective, and feel that their employees religious beliefs should not interfere with the work that needs to be done. This matter has been taken to court. Cultural differences, and fear of difference, contribute to unrest and violence around the world, including most civil wars, international conflict and genocide. Even little gestures can lead to big misunderstandings. One innocuous example occurred when President Obama traveled through Asia. In greeting the Japanese leader, Emperor Akihito, he bowed. Rather than discussing his policy positions that he expressed on the trip, many Americans debated whether this greeting was a sign of respect or a sign of weakness. One last story of why attending to cultural differences matters is told by Anne Fadiman in her book, The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and a Clash of Two Cultures (1998). She shares a true story of cultural misunderstandings between doctors, nurses and their client, and a young Hmong child with Epilepsy, Lia Lee, and her family. Through this story, we see how interculturally competent practitioners can mean the difference between life and death.

## **IMMERSION VS. FACILITATED CULTURE LEARNING: A REVIEW OF THE EMPIRICAL LITERATURE**

Despite the challenges implied in the studies listed above and the reported insight that sending people abroad often results in miscommunications and failure to achieve objectives, and early returns home, the study abroad field has long operated on the

assumption that participants could adjust to and learn the culture through complete immersion, and subsequently acquire the desired skill sets, behaviors and perspectives they would not otherwise achieve on the home campus. It is also assumed that the study abroad experience will lead to increased intercultural understanding and awareness, thereby creating a culturally sensitive and competent workforce necessary for today's world. In other words, not only would study abroad participants learn the desired skills and perspectives, but they would also be able to articulate them and see the value and transferability of these skills into other areas of their lives. These assumptions do not hold up when we examine the literature.

The Georgetown Consortium Project (VandeBerg, Connor-Linton, & Paige, 2009) represents one of the most recent and comprehensive studies on the impacts of study abroad on language and culture learning. The researchers sampled 1,300 participants; half were study abroad participants and the other half were college students who did not study abroad. This study found that with regard to intercultural competence study abroad participants (SAPs) achieve significantly greater intercultural learning than non-study abroad participants (control group). And in fact, according to this study, while the SAPs progressed along the intercultural development continuum, indicating an increasingly sophisticated approach to difference, the non-SAPs actually showed a decrease in their developmental scores. That noted, the gains in intercultural development were not guaranteed, nor were they maximized. While gains were made by most SAPs, the researchers report that a "sizeable" number of SAPs did not learn significantly more than the control group (non-SAPs). Their conclusion was, "when left

to their own devices, [students] failed to learn well even when immersed in another culture. Being exposed to cultures different from their home cultures turned out to be a necessary, though not a sufficient, condition for their intercultural learning” (VandeBerg, Connor-Linton, & Paige, 2009, p. 25). The conclusion that exposure alone does not guarantee intercultural learning is supported by several other articles.

Ingraham and Peterson (2003) did pre and post surveys of 2, 500 study abroad participants. While there was a strong perception of significant gain among study abroad participants, independent t-test comparing all pre-test scores to all post test scores revealed there was no statistically significant difference between pre- and post-test scores for three of the five factors measured: Intercultural Awareness, language learning, and professional development. Further, the two other factors being measured, personal growth and academic performance revealed statically significant differences, but in “unanticipated” directions. The pre-test scores were higher than the post-test scores in these two areas. When individual students’ pre-test scores were compared with their post-test scores, there were statistically significant differences for personal growth, intercultural awareness, professional development, and academic performance. However, the pre-tests were higher than the post-tests. These results could be due to instrumentation, population, etc.

Faculty reports on these five factors also reveal inconclusive evidence related to intercultural development, indicating that many returnees still operate from an ethnocentric perspective. Most reports revealed surface level observations surrounding

food, different standards of living, and different lifestyles. While students were noticing some differences, the students rarely connected these observations to deeper culture, such as to values and beliefs of the host culture. For instance, one student said, “Americans can learn so much from this European, slower pace of life” (p.95). Another statement offered additional evidence of superficial observations, “I think I learned that Americans are annoying to people in other countries. Not all Americans, but many” (p.95). Both observations could be more profoundly understood if students were able to make connections between this observable behavior and deeper culture. Application of value patterns such as being versus doing or polychronic vs. monochronic time orientations offer explanatory power over the behaviors associated with a “slower” pace of life and “annoying” Americans.

As for faculty reports on students’ professional development, career choice was the most commonly mentioned impact. For some students, study abroad “provided the determining experience in choosing a career”; sometimes it confirmed their earlier career choice and in some cases it changed it (p. 96). However, statements about career choice still revealed ethnocentric worldviews. Take the following student comment, “I realize now that I learned more about the similarities than anything else—overcrowding in hospitals, not enough money, and not enough services in the right places. The world got smaller because we are so alike” (p.97). Again, from an intercultural perspective, this statement is indicative of someone in the minimization stage of the DMIS. It is noteworthy that the faculty reporting on the student experiences may also have been doing so from an ethnocentric perspective, given their overall positive impression of



these statements they offer as examples of newly gained insights. Paige and Goode (2009) address this important faculty/administration angle of the study abroad equation.

Stephenson (2002) studied 43 study abroad students who participated on a semester long program in Chile and concluded that “only a minority achieve a breakthrough in cross cultural understanding” (p.88). Another study with disconcerting results was conducted by Citron (2002). He set out to learn more about the cultural adjustment process by studying 16 undergraduate students participating in a university-sponsored program in Madrid, Spain. He discovered that rather than integrating into Spanish culture by spending time with Spaniards, observing cultural norms, and adapting their behavior to match those of their hosts, they created what Citron called a “third culture”. It was not U.S. or Spanish, though it had elements of both. This new culture and associated group dynamics/behaviors became a safety net which ultimately kept the group members comfortable throughout their time in Spain, but shielded them from the opportunities and experiences that would allow them to truly understand their host culture and to achieve attitudes, skills, and behaviors that would allow them to make the most of their experience abroad, and that would transfer to others intercultural settings.

“Failure to learn” in the study abroad setting can be explained by existing learning theories. The research above indicates that some elements of the learning process may be missing for many study abroad participants. Students don’t always take time for deeper reflection to make sense of what they see, nor do they process information in conceptually abstract ways, as many have never been introduced to key intercultural

theory before studying abroad. Finally, rather than trying new behaviors and taking chances (active experimentation), many learners in the overseas context seek out the familiar (i.e. fellow study abroad participants, familiar food). So, while many students overall make some progress toward learning objectives of study abroad, this progress is “consistent but minimal”. In other words, they are not getting the maximum benefit from the overseas experience.

Taking this discussion to the next logical conclusion, there is an emerging body of research addressing the impact of an “intervention” (cultural mentoring) for an intervention (study abroad experience). The Vande Berg, Connor-Linton, and Paige article (2009) article drew many conclusions about the impacts of study abroad on language and culture learning. The most relevant finding of this study to the current research is the fact that the students who gained the most were those who were exposed to more frequent on-site mentoring while study abroad. While acknowledging that the samples were small among this group (not many programs currently offer on-site mentoring), they conclude that “one of the single most important steps we can take in working to maximize students’ intercultural learning is to design, or enroll students in, programs that feature intercultural mentors at the site” (p. 22).

Other research lends empirical support to these findings. Pedersen (2009) conducted a study in which she looked at pre and post study abroad Intercultural Development Inventory scores of three separate groups. The first group of participants (n=16) was enrolled in a course called Psychology of Group Dynamics, while in the host

country. This course introduced intercultural effectiveness and diversity training pedagogy, including cultural immersion, guided reflection, and intercultural coaching. The second group (n=16) included students who were in the same study abroad program, but who did not attend the course mentioned above. Finally, group 3 (n=13) was a control group. These participants did not study abroad. She found that the participants in the treatment group (with the course) had significantly greater intercultural development than those in the other two groups.

A study undertaken by Engle and Engle (2004), pioneering leaders in this line of study, also supports the idea that in-country cultural mentors can play a key roll in facilitating intercultural development. They report that students enrolled in their program enroll in a “French Practicum” course during their semester abroad. This course helps them make sense of their surroundings, their observations and experiences in the host culture. The students who enroll in this course have significantly greater intercultural gains than do students who do not take this course (Engle & Engle, 2004).

Online Cultural Mentoring: While the above studies suggest significant benefit of cultural mentoring, it must be noted that they focus on *on-site* cultural mentoring. Below, is a review of the literature addressing the impact of online cultural mentoring. The first two studies discussed below do not offer robust, generalizable or conclusive quantitative evidence of the effectiveness of online intercultural interventions, qualitatively, they tell a different story-that online curricular interventions are valuable to the students and do lead

to greater capacity for navigating the host culture, increasing intercultural competence, and expanding the ability to articulate lessons learned from the experience.

Paige et al. (2004) conducted the initial research on the use of *Maximizing Study Abroad* guide, written by Paige et al., 2002. There were two objectives of this study. The first was to assess the impact of a “curricular intervention” on study abroad outcomes related to language acquisition and intercultural sensitivity. The second objective was to gain insight into the perceived usefulness of the MaxSA guide. The study consisted of 86 participants. All participants were from universities/colleges in the Twin Cities, all were study abroad participants at the time of the study, all were studying in either Spanish or French speaking countries, and all had a minimum of three semesters in the target language. The participants were randomly assigned to either the experiment group or the control group. The experiment group received the MaxSA guide, a two-hour orientation about the guide and speech acts, and was required to submit e-journal entries on reflections and reactions surrounding the use and content of the guide. The control group attended a study abroad program in a Spanish or French speaking country, but they were not given the orientation, the guide, nor were they required to submit e-journals.

Pre and post-tests were administered to both groups in an effort to measure various changes resulting from the intervention and/or experience. Researchers administered the Speech Act measure, Intercultural development Inventory (IDI), Language Strategy Survey (LSS), and strategies Inventory for Learning Culture (SILC). They also conducted a content analysis of the e-journal entries. The quantitative

evidence was not strong enough for the authors to make robust claims surrounding the impact of the MaxSA guide with respect to language and culture learning. However, the qualitative evidence drawn from the e-journals and post program interviews revealed something different. The students in the treatment group responded in ways that were more consistent with expanded intercultural development than did the students in the control group, both on the culture and language front. For this reason the MaxSA Guide is considered an important contribution to the field of international and intercultural education.

Expanding on the above study, Hoff (2005) attempted to achieve a better understanding of student perceptions of culture learning process during the study abroad experience. He piggybacked on the previous research by further analyzing the data collected for that study. He drew his research participants from the participant pool of original MaxSA study (outlined above). Hoff selected ten participants from the original control group and ten from the experimental group. In addition to looking at the data from the previous study, he gathered additional information through in-depth qualitative interviews and analysis of participant responses to critical incidences. A comparison of the control and experimental group indicated the following. First, all students believed they gained culture general skills while overseas. Nineteen of the twenty participants also indicated that they experienced some form of transformational change while abroad. The scores from the Intercultural Development Inventory (IDI) showed that students from both groups returned home with increased intercultural sensitivity. Importantly, as with the previous study, there was not a statically significant difference in IDI scores

between the two groups. However, while there was not a difference between the students who used the MaxSA Guide and those who did not, again, there was qualitative evidence to suggest that use of the *Maximizing Study Abroad Guide* did indeed result in increased culture learning. During the interviews, students who used the guide were able to articulate their learning with greater sophistication, using more technical terms/frameworks. For instance, they used terms such as high- and low-context communication more often than students in the control group. The critical incident scoring was also revealing in this regard. Again, students from the experiment group had a greater capacity for accurately analyzing and interpreting intercultural scenarios than did the control group. Hoff extrapolates from the scores surrounding critical incidence that the Maximizing Study Abroad guide did have an impact of culture learning.

These studies are important background to the current research, as they establish that there is tremendous potential for guided, in-country educational interventions in the facilitation of language and culture learning. However, while these studies offer important insight into the potential for the MaxSA text as an educational intervention tool and e-journaling for facilitating language and culture learning and intercultural development they tell us little about the potential for the expanded, facilitated, online courses, or the specific ways in which the course impacted learning on site. These studies primarily sought to achieve insight into the ways in which the text is used and perceived by students and to determine if the use of the guide facilitated language and culture learning. As a result of these studies the MaxSA guide is now used as the primary, though not the only, text for the Global Identity course.

A study that offers specific insight into online intercultural education was conducted by Lou and Bosley (2008). Their article, *Dynamics of Cultural Contexts: meta-level intervention in the study abroad experience* describes an intervention in which, via the Blackboard educational learning platform, study abroad students enrolled in the course are connected to *home* culture peers who are also studying abroad, home institution faculty, as well as international students attending the home university. The premise of the course is that while immersion is important, some degree of interactions with home culture peers and instructors is instrumental in facilitating reflection and analysis necessary for affecting intercultural development.

Two important points come from this study. First, the authors conducted pre and post- tests of the IDI and found statistically significant differences between the scores, suggesting that this online intervention was effective in facilitating intercultural perspectives, skills and behaviors. A noted limitation to the study, however, is its small sample size. A second point, and one that raises concerns surrounding the feasibility of this design is the suggestion of the authors that an 8-1 student/instructor ratio is ideal for managing a course with this degree of interactivity.

The above research is suggestive of the value adding potential of online curricular interventions. There is one study, however, that raises questions surrounding the efficacy of online intercultural intervention, and while it is not without its limitations, it is worth acknowledgement. In her dissertation, Kippa (2009) sought to answer the question “To what extent is there evidence of intercultural development as seen in the students’

essays?” Her study participants included ten students who were enrolled in a study abroad program in Australia and who were taking an online intercultural course. She was interested in learning if students who studied in a culture very similar to their own, as defined by Hofstede’s cultural dimensions, were confronted with the difference and discomfort believed necessary for intercultural development. The US and Australia score similarly on key value dimensions.

Kippa (2009) conducted a robust content and word analysis of each of the participants’ ten course assignments, and concluded that despite the in-country experience and the curricular intervention, they all continued to approach their experiences and assignments from ethnocentric points of view. She writes, “It is my opinion based on analysis of the students’ writings that all of the students wrote from ethnocentric perspectives. They claimed to be accepting of the differences between their home and host cultures, but often struggled to pinpoint said differences. Without recognition of differences between cultures’ values and beliefs, it is not possible to cultivate an ethnorelative worldview” (p. ii). This study points to challenges associated with culture learning and intercultural development in countries with a shorter cultural distance between home and host countries. While it has its limitations including sample size and a relatively narrow focus on intercultural learning in one culturally similar country, Australia, its conclusions are, if indirectly, potentially suggestive of inefficiencies related to online intercultural interventions. The author calls for further investigation of this mechanism of facilitating culture learning and intercultural development.



## **E-LEARNING CONSIDERATIONS**

### **POTENTIAL AREAS OF COMPATIBILITY WITH INTERCULTURAL MENTORING**

Beside what we are beginning to see in the previous studies, there is good reason to believe that online delivery of intercultural education has the potential to be an effective learning environment, perhaps even more so than the classroom setting. E-learning is changing the dynamics of education as we understand them in the traditional classroom, and is considered to entail much more than delivering material via the Web. It has been defined as the “use of the Internet to access learning materials: to interact with the content, instructor, and other learners: and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience” (Ally, 2008). It should be noted that interacting with instructor, content and peers, receiving support and mentoring, acquiring new knowledge, constructing personal meaning and growing from the experience accurately describes long-standing practices in intercultural education. While online education is changing the way students learn and teachers teach, this confluence of common practices and principles could be indicative of a solid marriage between delivery method and discipline.

Constructivist learning theory stands out in online literature as key theory for course development and implementation. Through his research Bangert (2004) states the following, “constructivist models of learning are almost exclusively recommended as a guide for the design and delivery of internet-based courses” (p. 218). Constructivism also greatly contributes to the theoretical grounding of intercultural pedagogy (Hunter, 2008).

Further, intercultural development theory has largely been shaped by principles of constructionist theory. Constructivist theory encourages learners to take an active, rather than the traditional passive approach to learning. Constructivists believe learning is an individual and shared experience, and that people construct knowledge based on their background and experiences, as well as their interactions with others (Svinicki, 1999). Both delivery format (online) and the discipline (intercultural education) require students to take ownership of their own learning and to construct meaning out of course content, interactions and experiences.

Reflection is a critical aspect of constructivists and transformational theory, and both online and intercultural pedagogy emphasize this practice. As in other disciplines, higher order reflection is a critical practice for intercultural development (Deardorff, 2008; Hunter, 2008; Mezirow, 1997; Paige et al., 2006). Critical reflection increases self-awareness and understanding of the worldviews of others. Self-reflection is important as cultural self awareness (CSA) is the first step toward intercultural competence. Mezirow (1991) writes about content, process and premise reflection. Premise reflection is of the highest order, calling for one to process and evaluate one's own beliefs, assumptions, attitudes and values in unfamiliar settings. Meta-learning is another type of thoughtful processing of experience, and it has to do with thinking about the processes by which one learns; learning how to learn is important in an intercultural setting (Paige R. M., Cohen, Kappler, Chi, & Lassegard, 2006). Savicki (2008) articulates the rationale for reflection succinctly, "Sometimes excessive repetition of unexamined experiences can lock in prejudices and ethnocentric views. Rather, focused reflection entails, to some degree,

disaggregating the experience to discover its underlying meaning” (p. 76). In other words, without reflection negative consequences often result from the intermingling of people from different cultures. However, higher order reflection gives rise to new perspectives necessary for positive personal growth.

One of the affordances of CML is time for processing and reflection of experience and information. Asynchronous learning is often referred to as “anytime, anywhere” learning (Ally, 2008; Bangert, 2004). Learners can access the comments/feedback/prompts of instructors and peers when it is convenient for them, and take time to reflect on and process material before responding. Thus, deeper reflection is encouraged and made possible by technological allowances (Petrides, 2002; Vonderwell, 2003). In a traditional classroom setting, the “synchronous” nature of the course does not allow for this level of reflection and thoughtful response, as once the course ends, the discussion is generally over. Though, the rapidly increasing “blended” course designs allow for discussions started in the classroom to extend beyond the brick and mortar and the general confines of scheduled course times.

The changing roles of instructors and learners as a result of the on-line delivery methods are becoming more like those that have been espoused and practiced in intercultural education since its inception. While traditionally instructors have been accustomed to the roles of lecturer, disseminators of information, leader and authority figure, intercultural trainers are more familiar with the role of facilitator, mentor, provocateur, co-learner, and listener (Paige, 1993, Paige & Goode, 2009). These latter

roles are emerging in online literature as the dominant, more effective roles for on-line instructors (Burgess, 2007; Coppola et al., 2004; Hamilton & Zimmerman, 2001; Hiltz et al. 2007).

Another aspect of online learning that aligns with intercultural mentoring is the greater emphasis on the context in which one engages in the course content and the learning. The premise of the online intercultural course is that learners will take the concepts, frameworks, theories, tools, and feedback and apply them to their experiences in the host country as they navigate their new surroundings and interact with host nationals. From the on-line literature, Hamilton and Zimmerman (2001) captures this phenomenon when they write, “Rather than segregate life into traditional compartments-work, family, and school, or theory, business strategy, and practice- CML [computer mediated Learning] environments allow students to integrate these elements into a seamless feedback loop between ideas and experience” (p. 270). This most certainly draws on fundamental principles of David Kolb’s experiential learning model. Experiential learning is the theoretical underpinning of many culture learning strategies used by cultural mentors and intercultural trainers (Kolb, 1984).

#### POTENTIAL AREAS OF INCOMPATIBILITY

Achieving immediacy (affective support) and reducing feelings of isolation are essential for all classes, as research shows that immediacy behaviors are predictors of student learning, and are associated with course satisfaction (Arbaugh, 2002; Coppola et al., 2004; Hiltz et al., 2007). Achieving adequate affective support is difficult in a regular face-to-face classroom; however, research shows that it is even more challenging in the

online educational environment (Mullen & Tallent-Runnels, 2006). Mullen defines affective support as “communications from instructors to students that the students are important and valued individuals” (2006, p. 258). To achieve affective support, instructors employ immediacy behaviors that reduce social and psychological distance between people (Mehrabain, 1972). These include verbal and nonverbal behavior, timely responses, name recognition, and classroom demeanor. What we learn from the Mullen study is that students in traditional classroom settings and those in online courses have different perceptions of the classroom environment. The difference with the greatest effect size was found between online and traditional students’ perceptions of support from their instructor (Mullen & Tallent-Runnels, 2006). Further, the authors found that the correlation between affective support and satisfaction was much higher for online students. Given that the perception of psychological support is harder to achieve in an online setting, and that it is more strongly linked to course satisfaction, these authors call for more attention to this important aspect of the learning environment.

The immense importance and challenge of immediacy, managing feelings of isolation and frustration are not lost on intercultural educators. Professionals involved in international education agree that for those students who open themselves up to the full experience, the process, while rewarding, must challenge them to their limits in nearly every capacity- physically, emotionally, cognitively, and behaviorally. The body of literature pertaining to aspects of the cultural adjustment and growth processes is telling in this regard. Various models of adjustment, development and awareness include stages during which individuals are deeply challenged (Adler, 1972; Bennett M. , 1993; Grove

& Torbiorn, 1993; Gullihorn & Gullihorn, 1663; Lysgaard, 1955; Paige R. M., 1993).

Paige (1993) writes, “The progression through the different stages of personal development challenges one’s sense of self, cultural identity, and worldview.

Consequently, sojourners can experience intense psychological stress” (p. 2). Bennett further explains discomfort associated with intercultural development when he states, “Intercultural sensitivity is not natural. It is not part of our primate past, nor has it characterized most of human history. Cross cultural contact usually has been accompanied by bloodshed, oppression, or genocide...Education and training in intercultural communication is an approach to changing our natural behavior” (1993, p. 21).

The most challenging and disorientating stages of the frameworks referenced above are considered the most critical and necessary for growth, and are to be managed, rather than avoided. Adler explains that, “culture shock can be thought of as a profound learning experience which leads to a high degree of self awareness and personal growth...It is an experience in self understanding and change” (Adler, p.5). Grove and Torbiorn (1993) write “ culture fatigue is a necessary prerequisite to effective adjustment because intercultural learning cannot occur to any significant extent in the absence of a partial breakdown of the mental frame of reference that was originally constructed in one’s home culture” (p. 84). Thus, the conscientious and skilled intercultural educators seek to strike a balance between challenging the students and moving them toward disequilibrium while at the same time supporting them in the process, so they do not feel alone and so they understand this is an important part of the growth process.

Sanford's challenge/support theory (1966), that students learn best when they are both challenged and supported, is supported in recent intercultural research (Lou & Bosley, 2008; VandeBerg, Connor-Linton, & Paige, 2009). Strategies used by intercultural educators to achieve this balance include, important immediacy behaviors mentioned above, timely responses, name recognition, demonstration of respect and empathy as well as inoculations and mindful sequencing of activities and topics, moving from lower-risk to higher risk activities and topics, as trust is established.

Confounding the feelings of isolation and perceived lack of support often generated by the online delivery format is the fact the very same feelings, isolation and frustration, are also generated by the international experience itself. It seems study abroad students enrolled in online intercultural courses could potentially receive a double dose of these stressful feelings. Addressing these challenges is difficult for all instructors in all types of educational settings; however, the combination of possible feelings elicited from the online delivery of course material, the course content/strategies, and the intercultural experience itself may exacerbate the challenges for educators in this regard. It is the hope that through competent delivery of the challenge-support intercultural pedagogy, cultural mentoring courses can actually reduce feelings of isolation and frustration by serving as a connection, a life line, a safety net and a pathway toward understanding and navigating the disequilibrium necessary for intercultural development, personal growth and skill development.

## POTENTIALLY PROBLEMATIC CHARACTERISTICS OF ONLINE DELIVERY OF INTERCULTURAL EDUCATION

There is another concern surrounding the implementation of online interventions such as Global Identity and the one described by Lou and Bosley (2008). Advocates for total immersion are likely to be skeptical of courses of this nature, especially ones which require a high level of interaction with home culture instructors and peers. This skepticism might become especially tangible in the current study abroad environment, where concerns surrounding the changing nature of the “immersion” experience have been cited. Globalization is considered one threat to this experience, as with it comes the spread of U.S. American culture around the world, making it difficult to fully experience a different culture. Technology is another concern. Connecting to friends and family back home is far too easy, and at times becomes a safe haven for study abroad students. If “most international educators would likely expect empirical evidence to support the premise that intensified cultural immersion leads to improved intercultural learning” as Lou and Bosley write (2008, p. 276), and they are also concerned about the richness and authenticity of the immersion experience for reasons cited above, online courses may become a hard sell. These educators may continue to subscribe to the immersion theory in an effort to keep distraction from the host culture experiences to that which already exists. Fortunately, the Lou and Bosley study counters concerns that online interventions would further water down the experience, as their participants demonstrated expanded intercultural development as a result of taking the online course. A question lingers, however, as to whether or not educators can find the best course design that will ultimately serve to maximize the immersion experience, while minimizing “outside” or



“familiar” distractions. The data environment of the current research is appropriate for exploring this question, as it is a unique design with yet unexamined potential.

## **CONCLUSION**

This review of the literature has been instrumental in surfacing gaps in our knowledge as well as framing the current study. The evidence suggests that curricular interventions are necessary for study broad participants to gain the most from their overseas experiences. This is supported in the literature and early theories on social contact. While research suggests intercultural courses are effective in the traditional classroom settings, much less is known about the student experience and impact of these courses when taken on-line. The few studies that do exist on these offerings are incomplete, limited in their generalizability due to small sample sizes, and offer potentially conflicting empirical evidence. This study represents the first in-depth, large scale attempt to gain insight into the student experience with the online culture mentoring course, its influence on the student experience in-country as well as desired outcomes.

In addition, this study is relevant because, with OLPD/EdPA 3103 as the object of the study, we are likely to gain valuable insight into the effectiveness of differing online course designs. Global Identity is significantly different from the online courses in the studies cited above, and it has features that address challenges/concerns of those courses, including efficiency, efficacy, scalability and feasibility. Further, this study will inform and perhaps influence both the expectations of what a course of this nature can achieve

and the ways in which instructors design online cultural mentoring courses in the future. Broader yet, this study can help shape policy surrounding internationalization of curricula.

Theoretical frameworks and methodological approaches that provide the scaffolding for this study are Allport's Social Contact Theory, Bennett's Developmental Model of Intercultural Sensitivity, Mezirow's Transformational Learning Theory and Kolb's Experiential Learning model (all discussed above). In short, Social Contact theory is an overarching theory that broadly informs the way in which social contact can be most effective in reducing prejudice and stereotypes. Bennett explains that intercultural sensitivity does not come naturally to us and offers a framework for understanding how individuals naturally construe cultural difference as well as a pathway for "changing our natural behavior". Transformational Learning theory, the idea that educators can impart not only knowledge but also affect personal growth, perspective changes, also informs this study, as movement along the DMIS represents a one way an individual's perspectives may change. Kolb's Experiential Learning framework also shapes this study, as it provides a framework for systematically capturing the in-country learning behaviors of participants.

What we learn from the literature also informs and provides structure to the current study. As mentioned above, one way the current study will contribute to our understanding of cultural mentoring interventions is by looking at a relatively large sample. Studies on online cultural mentoring courses are few, and those that have been

done look primarily at very small n-sizes. This is likely a result of small course enrollment numbers as well as the preference for the more costly pre-post test method. While a robust approach, it often serves to limit studies to small sample sizes. Given the inferential limitations associated with small n-sizes, it became apparent, that a study design allowing for a larger sample size, drawing from a larger population would be a valuable contribution. A matched pair design, Propensity Score Match, has seen an increase in use in recent years, especially in education and evaluation research (e.g., Hong, & Raudenbush, 2005; Hughes, Chen, Thoemmes, & Kwok, 2010, see Thoemmes & Kim, 2011), and offers a viable pathway for establishing a balance between the control and treatment groups when pre-post measures are not possible. The research also informs of the strengths and value of a mixed method approach. For this reason, via two surveys both qualitative and quantitative data is collected and analyzed.

## **RESEARCH QUESTIONS**

Based on the literature review, this study examines the research questions below using a matched-pair methodology with a mixed methods approach. The overarching research goal is to gain insight into the impact of *online* cultural mentoring (OCM) on in-country learning and post study abroad outcomes.

**Q1:** In what ways and to what degree does an online cultural mentoring intervention influence the in-country learning experience?

**Q2:** In what ways and to what degree does on-line cultural mentoring influence broader

intercultural competencies (intercultural development and/or global-mindedness)?

**Q3:** In what ways and to what degree does an on-line cultural intervention influence the way in which participants value, see relevance in, identify and articulate intercultural skills and perspectives in their lives today?

## CHAPTER III: METHODOLOGY

### INTRODUCTION

The questions outlined in Chapter 2 are addressed using a quasi- experimental approach. Specifically, comparisons of in-country learning and intercultural competencies are made between a sample of study abroad participants who enrolled in an online cultural mentoring (OCM) course, OLPD/EdPA 3103, *Global Identity* – a one credit course, delivered online while students were in-country (experimental group), and study abroad participants who did not enroll in the intervention (control group). By definition, a quasi- experiment is one in which the researchers have no control over the assignment of treatment to subjects (Gribbons & Herman, 1997). This is the case for the sample examined in this study. This study centers on students participating in University of Minnesota study abroad programs from 2008-2011, carefully matched between students who elected to enroll in on-line cultural mentoring and students not enrolled in the course. The research questions are:

**Q1:** In what ways and to what degree does an online cultural mentoring intervention influence the in-country learning experience?

**Q2:** In what ways and to what degree does on-line cultural mentoring influence broader intercultural competencies (intercultural development and/or global-mindedness)?

**Q3:** In what ways and to what degree does an on-line cultural intervention influence the way in which participants value, see relevance in, identify and articulate intercultural skills and perspectives in their lives today?

## RESEARCH DESIGN

### QUASI-EXPERIMENTAL DESIGN USING MIXED METHODS APPROACH

The study employs primarily a quantitative survey design, with qualitative elements. A post-test only, cross sectional design was utilized (see figure 3.1). This study design was selected based on a number of factors. First, this study seeks to take advantage of a large population of students who have been exposed to the treatment (online cultural mentoring, OCM, Global Identity). The experimental population, for which access was granted for survey efforts, is 490 participants. The control group population is an even larger number of students studying abroad but not enrolling in the OCM course ( $N=1,896$ ). The administration of surveys for gathering both quantitative and qualitative data on this large of a group of students historically participating in OCM is the most appropriate and feasible method.

Second, survey responses provide for a more structured data collection environment. The design of the surveys themselves, which included both closed and open-ended questions addressed validity concerns, as it allowed for triangulation of data. According to Maxwell (2005) triangulation is a “strategy that reduces the risk that your conclusion will reflect only systematic biases or limitations of a specific source or method, and allows you to gain a broader and more secure understanding of issues you are investigating” (p. 93). Quantitative data analysis began after completion of data collection to answer the three primary research questions posed above. In addition, qualitative data gathered from the open-ended survey questions was used as a validation measure as well as a way to achieve depth of understanding and

explanation/interpretations of the quantitative results. Figure 3.1 illustrates key dimensions of the study design elaborated throughout this chapter as well as the timetable.

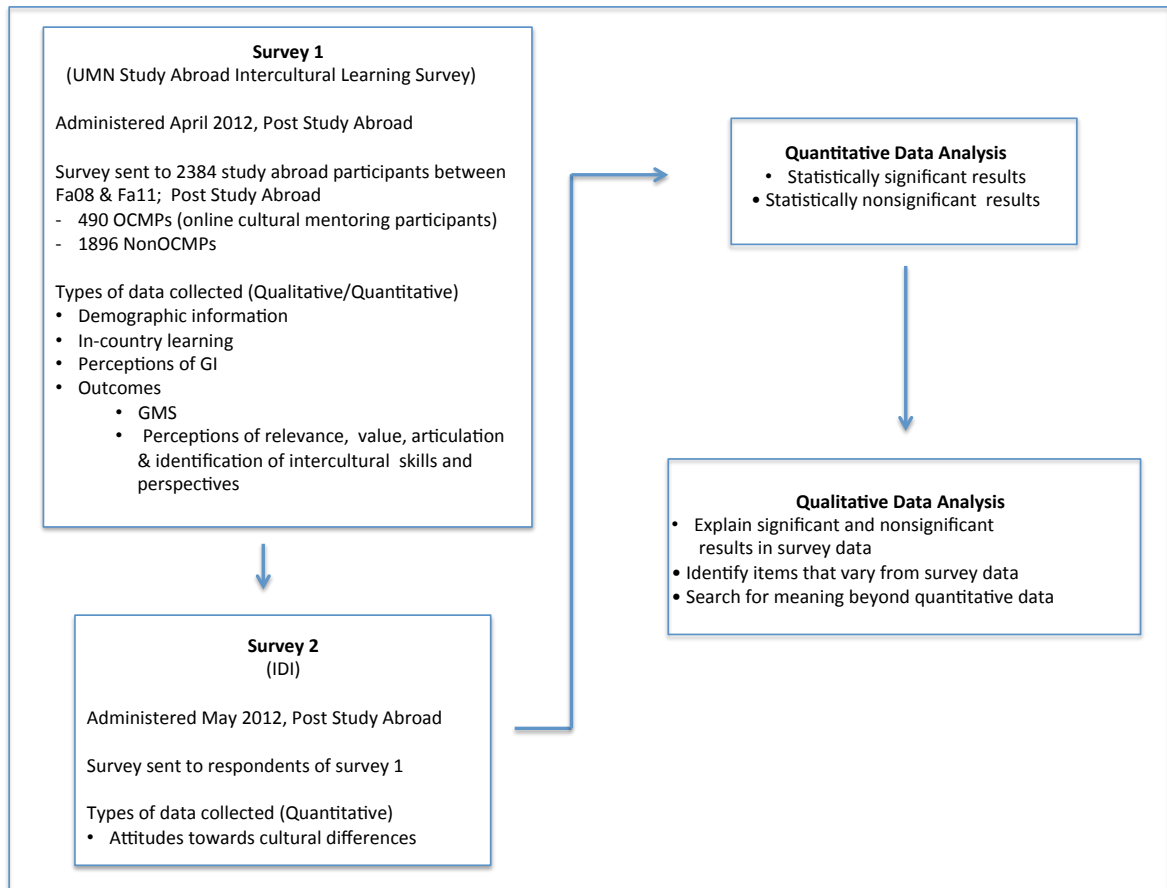


FIGURE 3.1 RESEARCH DESIGN AND TIMETABLE

## STUDY POPULATION AND PROPENSITY MATCHING METHODS

### POPULATION

The population included in this research are study abroad participants enrolled in a study abroad program through the Learning Abroad Center between Fall 2008 and Fall 2011, and who were enrolled in a program in which at least one participant was enrolled in the online cultural mentoring course *Global Identity*. Specifically, every student who enrolled in *Global Identity* between Fall 2008 and Fall 2011 ( $N = 490$ ) and every other student who participated in a corresponding study abroad programs during this time ( $N = 2,384$ ) received an invitation to participate. This population was recruited for three reasons. First, previous studies examining intercultural development and study abroad, particularly where cultural mentoring is examined, have focused on very small samples (Kippa, 2009; Lou & Bosley, 2008; Pedersen, 2009; VandeBerg, Connor-Linton, & Paige, 2009). An important objective of this research is to assess the impacts of online cultural mentoring among a large student population, in an effort to address this gap in the literature. Second, access to this data was made possible through the participation of the University of Minnesota Learning Abroad Center. Therefore, from a cost perspective, the ability to gain access to a large group of students exposed to a formal online cultural mentoring opportunity was feasible. Third, and most importantly, the post-test only, quasi-experimental nature of this study required a sizable control group population for matching purposes. Given the non-random nature of students self-selecting exposure to online culture mentoring, a careful matched pair technique is



required to ensure a balanced comparison between test and control groups (discussed below).

#### MATCHED PAIR METHODOLOGY AND PROCEDURE

By design, random sampling creates an unbiased balance between control and experiment groups. In other words, the two groups being compared are believed to be comparable because the likelihood of inclusion is equal to the likelihood of exclusion. Natural selection of students' enrollment in OCM (Global Identity course) makes random sampling impossible, and therefore it cannot be assumed that test and control groups are necessarily comparable. In these types of quasi-experiments, this balance can be achieved via a matched pair design—using statistical matching. To this end, the specific matching technique propensity score matching (PSM) was implemented in order to select a “matched” control group (study abroad participants not exposed to the OCM course, *Global Identity*). Propensity score methods (Rosenbaum & Rubin, 1983) have seen an increase in use in recent years (Thoemmes & Kim, 2011), especially in education and evaluation research (e.g., (Hong & Raudenbush, 2005; Hughes, Chen, Thoemmes, & Kwok, 2010). Specifically, the propensity score expresses how likely a person is to select the treatment condition (GI enrollment) given observed covariates – e.g. personal characteristics, study abroad learning objectives, program characteristics, etc. Using the “nearest neighbor matching” protocol of the *PS Matching* scripts provided through the R plug-in for SPSS (<http://sourceforge.net/projects/psmspss/files/>), participants from the treatment condition (GI enrollment) were matched to students from the control condition (no exposure to GI) that have very similar estimated propensity scores. This matching

process creates balance between treated and untreated participants on the covariates used to estimate the propensity score, significantly reducing their ability to confound or bias treatment effect estimates.

The credibility of any propensity score analysis hinges on the selection of proper covariates. Covariates of convenience (e.g. gender, age, income) are usually not sufficient, instead, researchers are encouraged to build a convincing case that all likely confounders are included, based on theoretical arguments (Shadish, Clark , & Steiner, 2008). For this analysis, enrollment in the online cultural mentoring course, *Global Identity*, is the dependent variable. Given the explicit objectives of this research to explore the effects of online mentoring on in-country learning and intercultural development, covariates for matching were selected based on learner characteristics, pre-study abroad experiences and program components (Vande Berg, Connor-Linton & Paige 2009). With regard to learner characteristic, covariates for matching included students' stated study abroad objectives to "learn another language," "learn another culture," and "gain insights about the world." With regard to pre-study abroad experiences, a covariate identifying students for which the study abroad experience under investigation was their "first experience abroad." Finally, a number of program related covariates were also included for matching: "study abroad experience was required by major degree program," "study abroad program operated in a host country with a different language from home language," "study abroad program operated in a host country with a region [of greater or lesser similarity/dissimilarity]," and "study abroad experience occurred more than 2 years ago [academic years of 08-09]." Additional checks for between group balance were also

conducted for gender, age, previous language training, major and ethnicity (see Table 3.1). Results of propensity matching for this study are found in Chapter 4.

Table 3.1. Variables employed in matched-pair design

<b>Variables</b>	<b>Measure</b>	<b>Data Source</b>
<i>Dependentt (Binary Treatment Indicator)</i>		
Enrolled in Online Cultural Mentoring (OCM)	0,1	Survey 1 (April 2012)
<i>Independent (Covariates)</i>		
Study Abroad is First Experience Abroad	0,1	Survey 1 (April 2012)
Study Abroad Required by Degree Program	0,1	Survey 1 (April 2012)
Study Abroad to Learn Second Language	0,1	Survey 1 (April 2012)
Study Abroad to Learn Another Culture	0,1	Survey 1 (April 2012)
Study Abroad to Gain Insight About the World	0,1	Survey 1 (April 2012)
Host Country Language Different from Home	0,1	Survey 1 (April 2012)
Host Country Region (Europe, Asia/Oceania, L. Amer, Other)	0,1	Phase 0 (LAC)
Early Term of Enrollment: AY08 & AY09	0,1	Phase 0 (LAC)
<i>Additional Covariates (not included in propensity matching)</i>		
Gender: Male/Female	0,1	Survey 1 (April 2012)
Age at Beginning of Study Abroad	Continuous	Phase 0 (LAC)
Major (Liberal Arts, Science/Eng./Professional)	0,1	Phase 0 (LAC)
Semesters of Host Country Language	Continuous	Survey 1 (April 2012)
Ethnicity (Caucasion/White, Other)	0,1	Survey 1 (April 2012)
Ethnicity: More than One Ethnicity	0,1	Survey 1 (April 2012)

## EMPIRICAL SETTING/SITE SELECTION

The University of Minnesota Global Identity course offering is the data environment in which this study was conducted (GI is discussed in Chapter 1). Purposeful selection was used for site selection. Previous sampling research suggests reliance on purposeful selection of research site or program when they are limited in number, rather than on “idiosyncrasies of chance” is highly recommended (Light, Singer, & Willett, 1990). There are very few courses of this nature, thus I have purposefully selected Global Identity offered by the University of Minnesota. The reason this particular course is a valuable research site is because it is one of the largest, most established, and most

feasibly administered cultural mentoring offerings. While it is similar to other online culture mentoring programs with regard to certain fundamental learning outcomes, it represents important differences, particularly with respect to an emphasis on the tangible usefulness (marketability) of the skills and perspectives gained. Finally, this program was also selected because it is in the process of expanding. The course is now offered not only to students on UMN sponsored programs and partner programs, but other independent study abroad consortia are working with the Learning Abroad Center so their participants can enroll in the course. For these reasons, data gathered from a study of former GI students will be of direct relevance not only to the University of Minnesota administering departments but also to others in international and intercultural education.

In addition to the reasons given above, I have selected this program to study because I am a PhD student at the University of Minnesota in Organizational Leadership and Policy Development, the same department that offers Global Identity. I have been afforded the opportunity to be the instructor for this course for the eight semesters, thus I have taught over 200 students and have played a role in shaping the course itself throughout the years. I have a strong working relationship with the faculty of record, the authors of the main course text (MaxSA guide), the other course instructors, and the administrative unit, the University's Learning Abroad Center. This experience and these relationships make this research possible.

## **DATA COLLECTION**

Permission to collect data was received from the University of Minnesota's Institutional Research Board to conduct this study (Appendix D).

### **SURVEYS**

While basic demographic and enrollment data associated with research subjects were provided by LAC, primary data collection was carried out using two on-line survey instruments, UMN Study Abroad Intercultural Learning Survey (Survey 1) and the Intercultural Development Inventory (Survey 2). Survey 1 was developed by the researcher and captured information regarding in-country learning, attitudes toward OCM, and perceptions of intercultural skills and global-mindedness. The IDI (Survey 2) was developed by Dr. Mitchell Hammer. It measured respondents' intercultural sensitivity.

#### **UMN STUDY ABROAD INTERCULTURAL LEARNING SURVEY – SURVEY 1**

The UMN Study Abroad Intercultural Learning Survey was created in order to: gather key demographic, background and programmatic variables; explore the impact of OCM on in-country learning, assess desired outcomes related to transformational development of worldviews; and explore the degree to which participants value, see relevance in intercultural skills and perspectives as well as their abilities to identify and articulate them. Additionally, this online questionnaire probed students who enrolled in OCM on their experience with the course and the degree to which they attribute certain skills and outcomes to their enrollment in the course.

Development of Survey 1 was guided by best practices in survey design and administration. Expert raters were utilized in item development. The survey was piloted by experts in the field as well as by former study abroad participants prior to its administration. Five former study abroad participants, both OCMPs and non-OCMPs, were asked to take it. When possible, a cognitive interview was conducted. In this process, the researcher observed students while they took the pilot survey and asked them to “think out loud” as they navigated the instrument. Through these efforts poorly written, spurious, redundant, and confusing questions were identified and addressed. Feedback was also received regarding the length of the survey. All of the students completed the survey within 20 minutes, with the exception of those participating in cognitive interviews. No pilot participant expressed concern about the length of the instrument.

#### INTERCULTURAL DEVELOPMENT INVENTORY (SURVEY 2)

The Intercultural Development Inventory (IDI) is a 50-item inventory that measures intercultural sensitivity, or attitudes towards cultural difference, and is also linked to intercultural skills development. The IDI is appropriate for this study as it is grounded in Bennett’s (1993) theoretical framework, the Developmental Model of Intercultural Sensitivity (described in chapter 1). The IDI measures an overall Developmental Orientation (DO), with subcategories of Denial-Defense, Reversal, Minimization, Acceptance-Adaptation. The IDI is a well established and highly used measure of intercultural development, however, it is also a proprietary tool which can only be administered through the website of the IDI, LLC- the organization that

administers the assessment. Given the nature of this instrument, it was cost prohibitive to invite over 2,300 participants to take the IDI. Therefore, only those completing Survey 1, a considerably smaller group, were asked to complete the IDI.

#### RECRUITMENT AND DATA COLLECTION PROCEDURES

The first questionnaire was entered and administered by the University of Minnesota's Office of Measurement Services. Data was collected by OMS in April/May 2012 and submitted to a secure server, accessible only by the researcher. Data were collected from all students who participated in a semester or year-long study abroad program through the Learning Abroad Center (LAC) at the University of Minnesota between Fall 2008 and Fall 2011. Of the 2,384 subjects, 490 received the online cultural mentoring treatment while in country. All subjects responding to the first questionnaire were asked to participate in a second online survey administered in June 2012 via the official website of the Intercultural Development Inventory (IDI).

Data collection efforts followed those described by Dillman (1999). Potential participants were contacted via email about the study. The initial email explained the study itself, indicated endorsement of the Learning Abroad Center, explained intrinsic and extrinsic incentives, value of knowledge gained through their participation and drawings for gift certificates, respectively, and provided the link to the survey. This communication served to establish trust, legitimacy and value of the project in the eyes of the participants. It also made participation as easy as possible by attaching the link to the initial survey. Reminders were sent within the three weeks following the initial email.

This process was employed for both surveys. According to the research these measures are necessary for generating a meaningful response rate (Dillman, 1999).

#### INCENTIVE

An incentive was offered for participation in the study. Because the initial survey was quite extensive, participants were entered into a drawing when they submitted their surveys. Four Amazon.com gift cards in the amount of \$75 (x1), \$50 (x1), and \$25 (x2) were distributed to respondents of the first questionnaire. An additional four Amazon gift cards were drawn for respondents of survey #2, the IDI.

### **VARIABLES**

Exploration of the impacts of on-line cultural mentoring (OCM) on study abroad in-country learning and intercultural development are the central objectives of this work, therefore the key test variable in this study is whether or not participants enrolled in an online cultural mentoring course, Global Identity. For this reason, all analyses for which the following measures are employed are examined within a population of study abroad students that most specifically reflect those likely to engage in online cultural mentoring (constructed from the matched pair design).

Previous studies have focused on a more descriptive approach, looking at programmatic and demographic variables to determine which are correlated with certain outcomes, this study takes a different path using broader conceptual frameworks focused on how information is taken in, processed, and experienced in order to learn what role in-



country learning might have on various outcomes. Core test variables, therefore, include measures that capture the frequency with which participants engage in-country behaviors believed to be important for gaining knowledge about their host culture as well as personal growth related to perspective changes (Kolb 1984; Mezirow, 1997). These variables, and their construction, are discussed below followed by explanations of control variables.

#### IN-COUNTRY LEARNING VARIABLES

It is hypothesized that OCM's greatest impact occurs during the study abroad program—while participants are simultaneously exposed to both a new culture *and* intercultural curriculum. Therefore, care was taken in preparing the 15 survey items that were used to systematically capture in-country learning activities of participants. Through an expert rater process, these items were determined to reflect various learning behaviors or experiences that aligned with Kolb's learning modes.

A confirmatory factor analysis indicated that 12 of these items associated along two constructs related to Kolb's framework. The Coefficient Alpha test was initially performed on the four dimensions of learning described by Kolb (concrete experience, reflective observation, abstract conceptualization, and active experimentation). Cronbach's Alpha statistic indicated the items did not fall within these 4 dimensions to acceptable levels. However, when the test was performed along a more parsimonious two-dimensional construct within Kolb's framework, along the axis, "taking in" information and "processing" information there were acceptable levels of association,  $\alpha=.70$ ,  $\alpha=.71$ , respectively (see table 3.3). Because these twelve items were developed

specifically for the study abroad (SA) environment, I've renamed the constructs to be more descriptive of their context. From here forward, the items that associate under the "taking-in" axis are collectively termed *SA-Experiencing (SAE)*, and those that associate along the "taking in" axis are termed *SA-Sense-Making (SASM)*, (see table 3.2)

The third construct that surfaced was made up of three items that did not fit along either of the Kolb Axis, but upon closer examination of the grouping, collectively they reflected conditions often associated with transformational learning in the literature ( $\alpha=.73$ ), (see table 3.3). A brief explanation of the individual items that make up this construct is warranted. The first item making up this construct is, "*While in my host country I experienced jarring moments (moments where your worldview, values, beliefs, etc., contrasted with those in your host culture)*". As outlined in the literature review above, jarring" or "disorienting" experiences are critical and necessary for personal growth. The second item is "*While in my host country I experienced cycles of stress, then adaptation*". While it is important to feel disorientated at times, we also know that unmitigated stress has a negative impact of learning (Lou & Bosley, 2008; Sanford, 1966; VandeBerg, Connor-Linton, & Paige, 2009). Thus, cycles of stress and adaptation, suggest that participants may be recognizing cultural contrasts, feeling discomfort, but then working through it to create a new equilibrium. Participants who experience these cycles are likely to have a challenge/support balance, which is also important to learning and personal growth (Sanford, 1966; VandeBerg, Connor-Linton, & Paige, 2009). Finally, the third item in this construct is, "*when in my host country I tried to understand my experiences by dialoguing with others*". This is an important learning/growing

activity. Discourse is necessary for processing experiences at higher levels (Mezirow, 1997). Indeed, instructors often engage students in critical discussion around their observations and interpretation, and remind them to seek out cultural informants for this same purpose. This third construct has been termed Conditions of Transformational Learning (CTL).

To examine the impact of online cultural mentoring (OCM) on in-country learning with greater depth and nuance, a learning model was developed with SAE and SASM and CTL at its core. SASM and SAE are independent test variables, as engaging in these learning activities is believed to lead to heightened experience of CTL. CTL is the dependent variable, as it is argued that increased experience with conditions associated with transformational learning is a positive in-country learning outcome that can lead to new perspectives and growth.

Control Variables: Whereas in the matched pair process we were examining covariates associated with motivations and characteristics toward the selection of study abroad program, in this model we control for aspects of the experience that have been identified in previous literature as significantly impacting intercultural development (Engle & Engle, 2004; VandeBerg, Connor-Linton, & Paige, 2009). Thus, we look at level of immersion, target language used in courses (TLC), duration of study abroad program, and online cultural mentoring (OCM). See In-country variables table 3.2.

The immersion variable refers to the degree to which participants immersed themselves in the host culture. Whether or not participants *lived with a family (homestay)*

plus *percentage of time with host nationals* made up the measure of immersion because with regard to intercultural development these two immersion-related variables matter. The index created distinguished between high, medium and low immersion. Participants who lived with a host family and indicated they spent more than 50% of their time with host nationals received a score of 2, the highest immersion level. Participants who experienced either, homestay or more than 50% of time with host nationals received a 1, a medium level of immersion. Finally, participants who neither lived with a host family nor spent more than 50% of time with host nationals received a 0, the lowest immersion score.

The Target Language variable refers to the level of exposure to a second language in formal course work. This measure takes into account the influence of language on CTL. It includes participants who indicated that the target language was not their first language and that they were taking some or all coursework in the target language.

The duration variable refers to the duration of the study abroad experience: *semester* or *academic year*. This was also included as a control variable as it was hypothesized that students who spent more time abroad may score higher on in-country learning outcomes. While it was important to consider this variable, previous research findings indicate a plateau effect; after the first four months intercultural learning levels off (VandeBerg, Connor-Linton, & Paige, 2009). This may also be the case with regard to in-country perceptions around CTL.

Finally, online cultural mentoring (OCM) variable refers to whether or not participants enrolled in an online mentoring course, Global Identity.

TABLE 3.2. VARIABLES EMPLOYED FOR IN-COUNTRY LEARNING ANALYSES

Variables	Measures	Data Source
<i>Dependent</i>		
Conditions of Transformational Learning (CTL)	Multi-Item Scale (3 item)	Survey 1 (April 2012)
While in my host country I experienced "jarring" moments (times when your worldview, values, beliefs, etc. contrasted with those of your host culture)		
While in my host country I tried to understand my experiences by dialogueing with others	5-point scale (1=Never; 5=Always)	
While in my host country I experienced cycles of stress, then adaptation		
<i>Independent</i>		
Study Abroad Experiencing (SAE)	Multi-Item Scale (6 item)	Survey 1 (April 2012)
While in my host country I "experienced new cultural situations"		
While in my host country I applied theories/frameworks from classes to help me understand new things I encountered		
While in my host country I spent time with new friends I made in my host country		
While in my host country I used concepts about differences in verbal/nonverbal communication styles to help me interpret interactions more accurately	5-point scale (1=Never; 5=Always)	
While in my host country I learned about value preferences of difference cultures		
While in my host country I attended sports and other cultural events		
Study Abroad Sense-Making (SASM)	Multi-Item Scale (6 item)	Survey 1 (April 2012)
While in my host country I tried to understand my own reactions to thing that were different		
While in my host country I adapted my behavior to match those in my host culture		
While in my host country I tried to make sense of things I found funny, confusing or frustrating about my host culture	5-point scale (1=Never; 5=Always)	
While in my host country I made connections between what I observed and deeper values and beliefs of my host culture		
While in my host country I tried new communication behaviors		
While in my host country I engaged in reflective journaling		
Degree of Immersion: High, Medium, Low	0,1	Survey 1 (April 2012)
Target Language Courses (TLC)	0,1	Survey 1 (April 2012)
On-line Cultural Mentoring (OCM)	0,1	Survey 1 (April 2012)

## STUDY ABROAD OUTCOME VARIABLES

Variables associated with research question #2, see table 3.4, include OCM and CTL. While CTL is the dependent variable in the analysis for question #1, in research question #2 its predicted value becomes the independent variable, as it is hypothesized that participants who experience greater CTL while in-country are likely to be poised to achieve greater transformation.

Individuals change perspectives (transform) and grow in many different ways. To measure this change, we utilize two outcome measures related more broadly to worldview development: Intercultural development Inventory (IDI) and the Global-mindedness scale (GMS). With regard to the IDI, a 50-item inventory measuring individual's orientations to cultural differences (discussed above), developmental orientation (DO) is the outcome measure. DO refers to one's level of intercultural sensitivity, or one's primary attitude toward cultural differences. Higher DO scores represent more sophisticated views toward cultural differences. As mentioned above, the stages of intercultural development measured by the IDI correspond to all but one of the stages described on the Developmental Model of Intercultural Sensitivity (Bennett M. , 1993), these include Denial, Polarization, Minimization, Acceptance and adaptation.

The Global-mindedness scale (Hett, 1993) is a 30-item scale that measures Global-mindedness, defined as “ a worldview in which one sees oneself as connected to the global community and feels a sense of responsibility to its members. This commitment is reflected in the individuals attitudes, beliefs and behaviors” (Hett, 1993, p.7). The GMS measures a broader construct of global-mindedness as well as subscales

that include Responsibility, Cultural Pluralism, Efficacy, Global Centrism, and Interconnectedness. While the Global-Mindedness scale slightly overlaps conceptually with the IDI, it measures constructs that are different than those measured by the IDI. Ultimately the GMS measures additional ways individuals worldviews can change/develop. The GMS was used with the permission of Hett's estate (Appendix I).

#### VALIDITY AND RELIABILITY OF IDI AND GMS

Content and construct validity of the IDI have been addressed by intercultural scholars (Hammer M. , 2011; Hammer, Bennett, & Wiseman, 2003; Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003). Validity for the Global-Mindedness Scale was addressed and reported via the instrument development. For both instruments the researchers achieved content validity via expert raters and construct validity via examination against related models. Internal reliability analyses were conducted on the IDI and the Global-mindedness scale. As reported in below (table 3.3), the internal consistency reliability of all IDI scales in this study were consistent with those reported by Hammer, Bennett, and Wiseman (2003). Internal consistency for the Global-mindedness scale was consistent with those reported by Hett (Hett, 1993).



TABLE 3.3. TESTS OF INTERNAL VALIDITY OF MULTI-ITEM SCALES

Scale or Subscale	Cronbach's alpha (n)
<i>Study Abroad Experiential Learning</i>	
Study Abroad Experiencing (SAE)	0.70 (173)
Study Abroad Sense-Making (SASM)	0.71 (174)
Conditions of Transformational Learning (CTL)	0.73 (172)
<i>Intercultural Development Inventory</i>	
Denial-Defense (items = 13)	0.77 (83)
Reversal (items = 9)	0.78 (83)
Minimization (items = 9)	0.78 (83)
Acceptance-Adaptation (items = 14)	0.81 (83)
Cultural Disengagement (items = 5)	0.83 (83)
<i>Global Mindedness</i>	
Responsibility (items = 7)	.81 (159)
Cultural Pluralism (items = 8)	.77 (156)
Efficacy (items = 5)	.76 (160)
Global Centrism (items = 5)	.69 (159)
Interconnectedness (items = 5)	.52 (163)

Online cultural mentoring, in this case exposure to the course *Global Identity*, plays a roll in two different stages of learning and development. First, we looked at it as an independent variable influencing in-country learning, specifically Conditions of Transformational Learning (CTL). Second, in this part of the analysis, it is considered to be an antecedent to transformative change and therefore explored as an independent variable to multiple measures of intercultural competencies.

Level of treatment (online mentoring) is another variable that was analyzed in order to achieve an additional understanding around the in-country impacts of online cultural mentoring. This variable is also used to gain greater understanding of

correlations between the OCM and the outcome measures of IDI and GMS. OCM participants responded to a block of 7 statements related to their engagement in the course. A data reduction technique was utilized to identify two broad engagement dimensions, *externally engaged* and *content diligence*. The more frequently they reported being engaged in the activities, the higher the level of treatment (LOT). In the analysis, SAE and SASM are dependent variables and online cultural mentoring LOT (high/low) is the independent variable.

TABLE 3.4. VARIABLES EMPLOYED FOR ANALYSES OF INTERCULTURAL COMPETENCE

Variables	Measures	Data Source
<i>Dependent</i>		
Intercultural Development Inventory	Multi-item Scale (50 items)	IDI- Hammer (May 2012)
Perceived Orientation	5-point scale (1=dissagree; 5= Agree)	
Direct Observation		
Global-Mindedness Scale:	Multi-item Scale (30 items)	Survey 1 (May 2012)
Responsibility (7 items)	5-point scale (1=strongly disagree; 5=strongly agree)	
Cultural Pluralism (8 items)		
Efficacy (5 items)		
Global Centrism (5 items)		
Interconnectedness (5 items)		
<i>Independent</i>		
Conditions for Transformational Learning	Predicted Value	In-Country Learning Model
Online Cultural Mentoring (OCM)	0,1	Phase 0 - Program Office (March 2012)
Level of Treatment: Externally Engaged <sup>1</sup>	Factor Score (5 items)	Survey 1 (April 2012)
Level of Treatment: Content Diligence	Factor Score (2 items)	Survey 1 (April 2012)

<sup>1</sup> Level of Treatment variables were constructed using an exploratory factor analysis of seven items measuring student participation in the Global Identity online mentoring course. Factor scores are based on principle component analysis (with selection based on eigenvalues greater than 1); two factors extracted (57.3% variance explained).

## VALUE AND RELEVANCE OF INTERCULTURAL SKILLS

Finally, a series of questions designed to measure the influence of on-line mentoring on the degree to which participants value, see relevance in, identify and articulate intercultural skills and perspectives. Results are largely measured through qualitative analysis of the open-ended item: *“Of the skills, knowledge and perspectives you have gained while abroad, which one, if any, make you stand out as a job applicant? Why?”* Participant also responded to a block of statements written by the researcher which allowed for quantitative analysis as well. These items most directly address question #3. Using a 5-point Likert scale, the participants were asked to indicate their level of agreement from strongly agree to strongly disagree, with the following statements: *I value intercultural skills and perspectives gained abroad, I believe that no matter what career I choose intercultural skills will be important to my success, intercultural skills make me a stronger candidate for employment opportunities, intercultural skills as perspectives are not relevant for the career path I have chosen* (reverse coded). *I get frustrated trying to talk about my experience abroad, especially with respect to skills I have learned* (reverse coded), *I can’t identify specific skills that fall under the category of intercultural skills* (reverse coded), *I find that intercultural skills are not useful in my home culture* (reverse coded). In this analysis enrollment in GI is the independent variable and responses to the closed and open-ended items above are the dependent variables.

## **DATA ANALYSIS**

Descriptive and inferential statistics were employed in this study. Inferential statistics included a comparison of means using T-tests, Factorial Analysis of Variance (ANOVA) and linear regression were the primary tools for analysis. A qualitative set of open-ended questions is also incorporated into the survey to gain additional depth of understanding of the influence of GI on in-country learning. Open-ended questions allow students to address aspects of the learning process that were particularly important and significant to them. Qualitative data collected through surveys were coded, organized into concepts, and then categorizing based on emerging themes. This process was largely guided by works of Strauss and Corbin (1998), using a grounded theory approach to theme development. I identified patterns as well as valuable unique and unusual perspectives and experiences. This data was also used to support, challenge or explain the quantitative results.

## CHAPTER 4: RESULTS

We learned in chapter two that study abroad participants learn from their study abroad experience, but they tend to gain more, on balance, from the experience when some form of cultural mentoring intervention is built into the program. In addition, much of the prior research on this topic focuses on on-site mentoring, though there are a few recent studies that investigate the impact of on-line cultural mentoring. Most of these studies have been conducted on relatively small student samples. Further, they have not specifically focused on how the on-line mentoring courses influenced student experience in-country, when and where the effect might be expected to be most immediate, but rather on outcomes. This study builds on this prior work and investigates both the impact of on-line cultural mentoring on in-country learning experiences and outcomes as measured by the Intercultural Development Inventory (IDI) and the Global-Mindedness Scale (GMS). In this chapter, I also present a quantitative and qualitative assessment of the on-line cultural mentoring course at the heart of this study, entitled Global Identity (GI) and offered through the University of Minnesota, to explore aspects of course design and implementation which might improve in-country learning and intercultural development.

As presented in detail in chapter three, a two-stage matched pair design was employed for survey data collection and analysis. The first stage of data collection employed a survey of all University of Minnesota study abroad students enrolled in GI between 2008 and 2011, as well as a sample of study abroad students not enrolled in GI

over the same time period and screened for regional, programmatic and length of program. The second stage of data collection employed the IDI measurement tool to assess intercultural sensitivity of first stage survey respondents. GI enrolled respondents were then matched with respondents from the sample student respondents not exposed to the on-line mentoring intervention, using propensity score matching (PSM), to account for important characteristics that might affect students self-selection of GI enrollment and also be correlated with study outcome measures. Global Identity (GI) is the data environment, however, to speak to a broader audience, from here forward Global Identity students will be referred to more generically as Online Cultural Mentoring Participants (OCMP) and non-GI students will be referred to as non-OCMP.

Results presented in this chapter focus only on data from matched respondents. After the presentation of overall research response and Matched Pair results, this chapter is organized by research question, with a presentation of results related to inferential statistical analyses, evaluative descriptive statistics and qualitative assessment.

## **RESPONSE RATE AND PROPENSITY MATCHING RESULTS**

### **RESPONSE RATE FOR SURVEY 1**

The UMN Study Abroad Intercultural Learning Survey (Survey 1) was sent to 2,384 former study abroad participants spanning eight semesters (Fall 2008-Fall 2011). An overall response rate of 21.8% was achieved, with approximately the same percentages of respondents from the control and experiment groups (See Table 4.1). The

total usable responses received were 409 (19.2%). The survey was administered by the University of Minnesota's Office of Information Technology (OIT), limiting the researcher's control over some aspects of the data collection process, but allowing access to additional email system diagnostics. One such diagnostic indicated that 252 survey requests (10.6%) were sent to addresses that generated the following automated message, "This email account has not been accessed in a long time. They may use a new email address." OIT does not monitor messages once delivered to identify if email messages are opened, however, given that some of the subjects included in the study have likely graduated or left the University, we expect that some percentage of invitations were not accessed. Thus, the effective response rate is likely above 23%. Because this was difficult to confirm, the more conservative response rate is reported in the tables.

#### RESPONSE RATE FOR SURVEY 2

With regard to IDI Survey 2 data collection, all 409 respondents of the initial survey were invited to take the Intercultural Development Inventory approximately one month after responding to Survey 1. Of this sub group, an overall response rate of 51.3% was achieved (adjusted to 47.4%, based on 194 usable responses).

TABLE 4-1 RESPONSE RATE CALCULATION FOR STAGE 1 AND STAGE 2 SURVEY DATA COLLECTION

	Survey 1	IDI Survey 2
Invited	2384	409
Returned: Non-deliverable	252	0
Total Responses	465	210
<b>Response Rate: Total</b>	<b>21.8%</b>	<b>51.3%</b>
Usable Complete Responses	409	194
<b>Response Rate: Usable</b>	<b>19.2%</b>	<b>47.4%</b>



## DISCUSSION OF RESPONSE RATES

There are a number of reasons for the relatively low level of response to initial survey efforts. First, no personal communication was employed in the survey design, all communications were conducted via recruitment email due to the large sample size of the study and the on-line nature of the mentoring activities (students are never physically brought together in one place). The absence of a personal connection in which trust is established may have discouraged some students from participating. Second, because the study drew participants from across 7 academic semesters, starting in Fall 2008 and ending in Fall 2011, it was expected that the response rate of those who took the course earlier (allowing more time and cognitive distance between the study abroad experience and the survey activity) would be less likely to respond. This was found to be true, with the majority of respondents (55%) having taken the GI course in the last three semesters of the study period (See Table 4.2). Third, it is possible that some students did not participate because there were two parts to the study, both involving relatively lengthy surveys (though neither one took more than 20 minutes to complete). Finally, as mentioned above, it is possible that many invitees did not ever receive the communications.

TABLE 4.2 STAGE 1 SURVEY RESPONSE BY PROGRAM YEAR

Description	Invited	Responded	Rate
Academic Year 2008-2009	737	85	11.5%
Academic Year 2009-2010	704	96	13.6%
Academic Year 2010-2011	697	157	22.5%
Fall 2011	246	41	16.7%
Total	2384	379	15.9%

The response rate of the IDI was quite high, particularly given that it was a second separate survey administered to a subset of the original population. However, with approximately 50% of respondents participating in the IDI survey, sufficient *n*-sizes were obtained to allow for quantitative methods to be employed to assess the potential impact of online cultural mentoring on this well-documented measure of intercultural development. The inclusion of the IDI in this study also adds credibility to the study's findings, potentially surfacing nuances of intercultural development that other instruments may not measure or detect.

#### PROPENSITY MATCHED PAIR RESULTS

Table 4.3 provides descriptive statistics from the resulting propensity matching analyses. All test group (GI) respondents were maintained (*n*=90), while reducing the *n*-size of the control group in order to create the best 1:1 match. Mean values are presented; all variables are dummy (1,0) variables, with the exception of "age at beginning of study

abroad” and “number of semesters of host language training.” None of the differences in the means across the two groups are statistically significant, suggesting that the matching process worked effectively. The resulting n-size is 180, with 90 participants in both the control and treatment groups.

TABLE 4.3. STUDENT CHARACTERISTICS ACROSS MATCHED GROUPS

	On-line Cultural Mentoring Mean (S.D.)		
	Enrolled	Not Enrolled	Sig.
Propensity Scoring Covariates <sup>1</sup> :			
Study Abroad is First Experience Abroad	.34 (.478)	.33 (.474)	0.876
Study Abroad Required by Degree Program	.24 (.432)	.18 (.384)	0.276
Study Abroad to Learn a Second Language	.38 (.488)	.37 (.485)	0.878
Study Abroad to Learn Another Culture	.77 (.425)	.72 (.450)	0.479
Study Abroad to Gain Insight about the World	.90 (.302)	.90 (.302)	1.000
Host Country Language different from Home	.54 (.053)	.54 (.053)	1.000
Host Country Region: Europe	.42 (.497)	.50 (.503)	0.298
Host Country Region: Asia/Oceania	.33 (.474)	.32 (.470)	0.365
Host Country Region: Lat. Amer.	.14 (.354)	.10 (.302)	0.875
Host Country Region: Africa/Other	.10 (.302)	.08 (.269)	0.603
Early Term of Enrollment: AY08 & AY09	.51 (.503)	.51 (.503)	1.000
Demographic Variables:			
Gender: Male (n=79;84)	.22 (.414)	.18 (.385)	0.559
Age at beginning of Study Abroad (n=79;85)	20.57 (1.216)	20.56 (1.200)	0.979
Major: Liberal Arts (n=80;84)	.56 (.499)	.56 (.499)	0.970
Major: Science/Engineering (n=80;84)	.13 (.333)	.18 (.385)	0.343
Major: Professional (n=80;84)	.31 (.466)	.26 (.442)	0.477
Semesters of Host Country Language (n=29;34)	4.62 (3.793)	4.88 (3.599)	0.780
Ethnicity: Caucasian or White (n=80;84)	.77(.420)	.83 (.375)	0.349
Ethnicity: More than one ethnicity (n=80;84)	.10 (.302)	.07 (.259)	0.516

<sup>1</sup> Propensity score matching was conducted without replacement and using closest neighbor matching. Means and standard deviations across enrolled and not enrolled groups are presented. Significance is derived from a test of the equality of means across groups.

An overall demographic profile for the matched sample examined throughout the remainder of this study is presented in Table 4.4

TABLE 4.4 RESPONDENT DEMOGRAPHIC PROFILE

Demographic Attributes	Percent Responding
Gender (n=164)	
Female	79.9%
Male	19.5%
Other	0.6%
Ethnicity (n=164)	
African American	2.4%
Asian American	4.3%
Caucasian/White	80.5%
Hispanic/Latino	8.5%
Other	4.3%
Age at Time of Study Abroad (n=164)	
Under 20 years	13.4%
20-21 years	73.2%
Over 21 years	13.4%
Academic Major(n=164)	
Liberal Arts/Arts	56.1%
Science/Engineering	15.2%
Business/Architecture/Pre-Med(Vet)	28.7%
Study Abroad Region (n=180)	
Europe	46.1%
Asia	9.4%
Latin America	12.2%
Africa	5.0%
Middle East	2.2%
Australia/New Zealand	23.3%
Multiple Regions	1.8%

## RESEARCH QUESTION #1 – OCM AND IN-COUNTRY LEARNING

*In what ways and to what degree does an online cultural mentoring intervention influence the in-country learning experience?*

### ON-LINE MENTORING AND CONDITIONS OF TRANSFORMATIONAL LEARNING (MULTIVARIATE SCALE)

In intercultural education, transformational learning is largely shaped by experiences, reflection, level of intercultural immersion, duration, exposure to target language, and cultural mentoring. For this reason, I developed a simple learning model that allows for examination between these relationships. These variables are introduced in chapter 3. As described previously, experiential and transformational learning have largely been explored through a developmental lens as learners progress through experiences and sense making. Therefore, it can be conceptualized that online cultural mentoring contributes to this broader learning framework as presented in figure 4.1. In this way, individual and programmatic variation as well as the intervention (OCM) influence the way in which experiences and reflection occur in-country, which in turn can influence conditions of transformational learning.

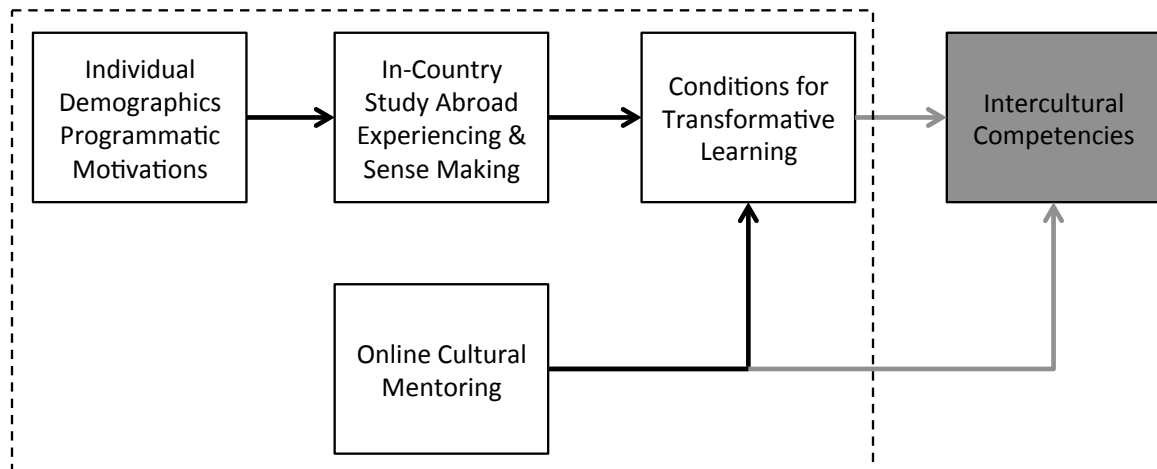


FIGURE 4.1. CONCEPTUAL FRAMEWORK: ONLINE CULTURAL MENTORING EFFECTS ON CONDITIONS OF TRANSFORMATIONAL LEARNING

#### QUANTITATIVE FINDINGS

In certain circumstances, conditions are met by which transformational learning can result. In an effort to account for these generic learning processes, an in-country Conditions of Transformational Learning (CTL) model is constructed which includes SA-Experiencing and SA Sense-Making at its core. While not a dynamic model, required to explore the cyclical nature of some developmental learning theories, this model attempts to capture the overall level of experiencing and sense-making of a single study abroad experience and their impact on the degree to which students report conditions associated with transformational learning (i.e. disorienting/jarring moments brought on by subjective (deeper) cultural contrasts, perception of stress and adaption, and discourse). In addition, the degree of immersion, exposure to target language courses and exposure to online cultural mentoring are examined. Descriptive statistics for variables included in the model are provided in Table 4.5.

TABLE 4.5. DESCRIPTIVE STATISTICS OF IN-COUNTRY LEARNING, IMMERSION, PROGRAM DURATION AND ONLINE CULTURAL MENTORING

	Online Cultural Mentoring (GI)			
	Enrolled	s.d.	Not Enrolled	s.d.
Immersion: High (I-H) <sup>1</sup>	0.23 (n=84)	0.421	0.26 (n=90)	0.439
Immersion: Medium (I-M)	0.31 (n=84)	0.465	0.36 (n=90)	0.481
Immersion: Low (I-L)	0.46 (n=84)	0.502	0.39 (n=90)	0.49
Target Language Courses (TLC)	0.33 (n=90)	0.474	0.41 (n=90)	0.495
Study Abroad Experiencing (SAE) <sup>1</sup>	23.58 (n=84)	3.155	23.26 (n=89)	3.346
Study Abroad Sense-Making (SASM)	23.92 (n=85)	3.475	23.19 (n=89)	3.104
Conditions of Transformational Learning (CTL)	11.25 (n=83)	2.216	9.909 (n=86)	2.247

<sup>1</sup> High Immersion represents students who both lived with a host family and indicated spending more than 50% of their time with host nationals. Medium Immersion represents students experiencing either, but not both, of these conditions. Low Immersion represents students experiencing neither of these conditions during their study abroad experience.

<sup>2</sup> Scale reliability was performed on SAE, SASM and CTL with cronbach's alpha statistics of .70 (6 items), .71 (6 items) and .73 (3 items), respectively.

Given the matched-pair sample examined in this model, results pertain only to the perceptions of students enrolling in an on-line mentoring course and a matched sample of non-enrollees with similar study abroad design and personal characteristics (see Table 4.3). Results of a one-way factorial ANOVA, using the General Linear Model (GLM) procedure in SPSS, suggest a positive relationship between study abroad experiencing (SAE) and study abroad sense-making (SASM) and conditions for transformational learning (CTL), however, SAE is only moderately significant ( $F = 3.20$ ,  $p\text{-value} = .076$ ; SASM  $F = 32.41$ ,  $p\text{-value} = .000$ ). Controlling for the impacts of these broad learning

behaviors, as well as other factors discussed in greater detail below, significant differences in CTL are detected between students enrolled in online cultural mentoring (OCM) and those not enrolled ( $F=9.27$ ,  $p\text{-value} = .003$ ).

Additional aspects of the study abroad experience often cited in the literature (degree of immersion, host country language exposure and duration) were also explored. Duration was ultimately removed from the results presented in Table 4.6 due to a lack of respondents participating in study abroad for more than a single semester (11% of OCM and 4% of non-OCM students). While it may be important to consider this variable in future studies, previous research findings indicate a plateau effect; after the first four months intercultural learning levels off (VandeBerg, Connor-Linton, & Paige, 2009).

Level of Immersion is included in the analysis as dummy variables associated with medium and high levels of immersion (compared to low levels of immersion which can be interpreted as being incorporated in the constant term of the GLM outputs). Participants who lived with a host family and indicated they spent more than 50% of their time with host nationals are considered to have experienced a high level of immersion. Participants who experienced either, homestay or more than 50% of time with host nationals are considered to have experienced a low level of immersion. Participants who neither lived with a host family nor spent more than 50% of time with host nationals are considered to have experienced a low level of immersion. Similar to previous findings suggesting an inverted U curve associated with the degree of immersion and intercultural development (VandeBerg, Connor-Linton, & Paige, 2009), the results of this study find a



significant and positive difference in CTL among students exposed to a medium level of immersion vis-à-vis students exposed to a low level of immersion ( $F = 3.86$ ,  $p\text{-value} = .051$ ). No difference was detected among students exposed to a high level of immersion.

Finally, effect of exposure to target language in courses (TLC) was examined. This variable refers to whether or not participants attended courses where the language of instruction is a non-English, host country language. Results show that significant differences in CTL are not detected between students enrolled in courses taught in the target languages and those who were not ( $F=1.80$ ,  $p\text{-value} = .181$ ).

TABLE 4.6. IN-COUNTRY CONDITIONS FOR TRANSFORMATIONAL LEARNING

Source	Type III SS	df	Mean Sq	F	Sig.
Intercept	0.97	1	0.97	0.32	0.572
Study Abroad Experiencing (SAE)	9.65	1	9.65	3.20	0.076
Study Abroad Sense-Making (SASM)	97.83	1	97.83	32.41	0.000
Immersion: High (I-H)	0.10	1	0.10	0.03	0.859
Immersion: Medium (I-M)	11.64	1	11.64	3.86	0.051
Target Language Courses (TLC) <sup>2</sup>	5.44	1	5.44	1.80	0.181
Online Cultural Mentoring (OCM)	27.99	1	27.99	9.27	0.003
TLC*GI	8.36	1	28.64	9.49	0.002
Corrected Model <sup>3</sup>	483.02	160	3.02	10.71	0.000
Error	19473.00	168			
Corrected Total	887.95	167			

<sup>1</sup> Dependent variable: Conditions of Transformational Learning (CTL);  $R^2 = .46$  (Adjusted  $R^2 = .43$ )

<sup>2</sup> Target Language Courses is measured by enrollment in a course where the language of instruction a non-english host country language.

<sup>3</sup> Normality (Shapiro-Wilk) tests were performed on the residuals of TL within each group of HS and GI. Non-normality of the distribution of

Interaction effects were also examined. The only variable with a significant interaction with OCM is target language (TLC) variable ( $F=9.49$ ,  $p\text{-value} = .002$ ), reported in Table 4.6. Results show that participants who attended courses in the target language and enrolled in online cultural mentoring did not have significantly difference

CTL mean scores. However, participants who did not enroll in target language courses but did enroll in online cultural mentoring had significantly higher CTL scores than the participants who enrolled neither in online cultural mentoring nor course in the target language. See figure 4.2.

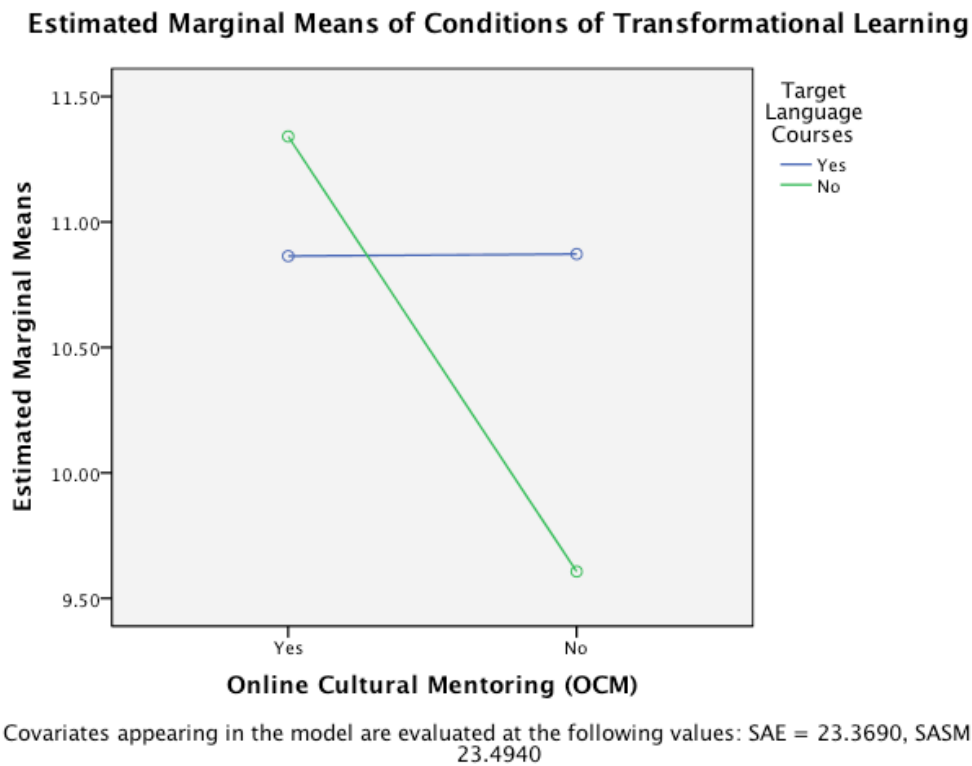


FIGURE 4.2 INTERACTION EFFECT OF OCM AND TARGET LANGUAGE COURSES

#### LEVEL OF TREATMENT (LOT)

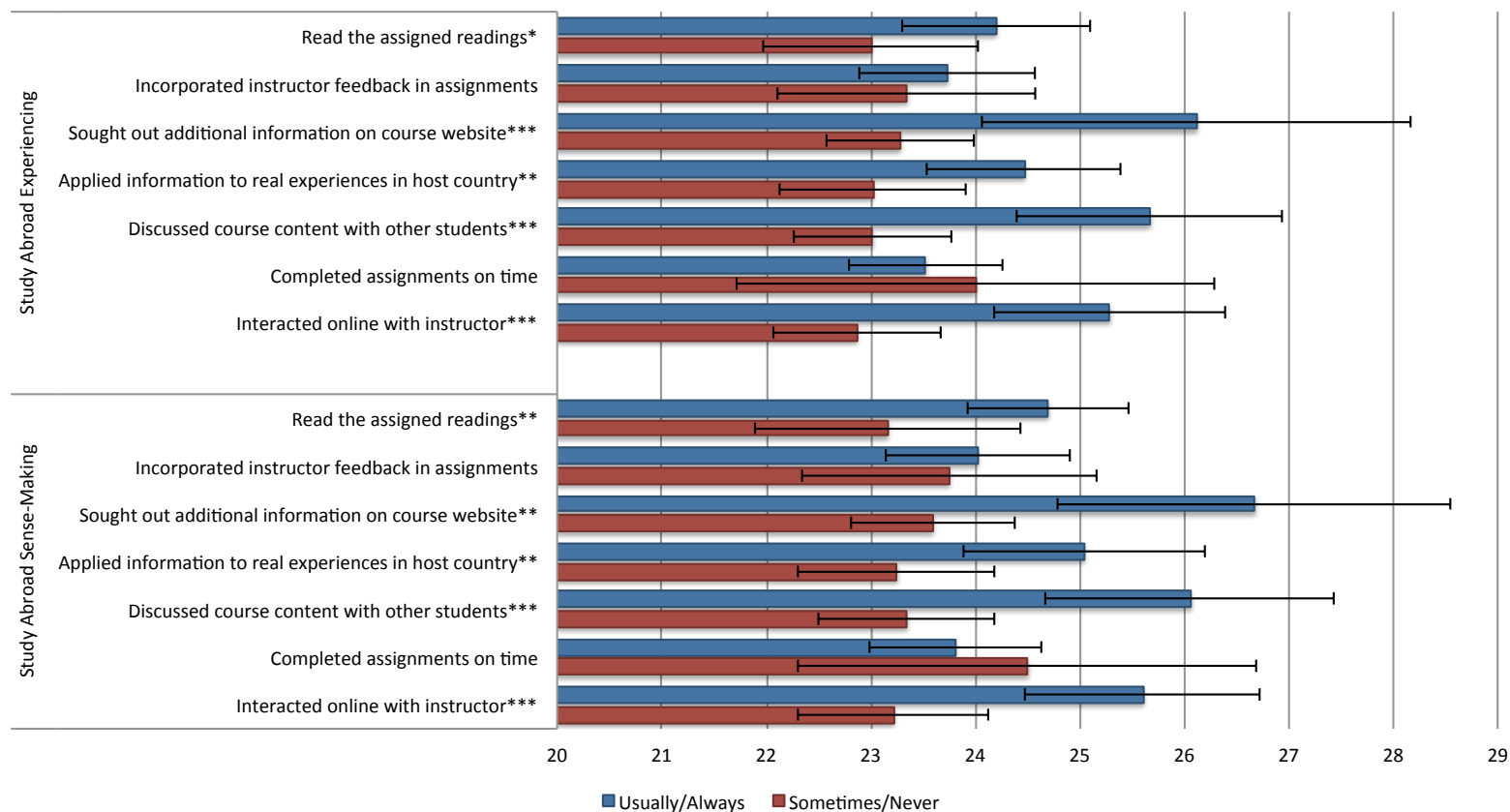
Results above indicate that online cultural mentoring influences the in-country learning experience in a significant and positive direction. The following analysis offers

insight into how OCM influences the SAE and SASM. Only OCM participants, those enrolled in Global Identity, were asked to respond to the survey items associated with level of engagement in the course. Participants who “usually/always” engaged in the learning activities related to the course were considered to have higher LOT while those reporting “sometimes/never” were considered to have a lower LOT. As would be expected, the results indicate that participants receiving a higher LOT engaged in sense-making and experiencing activities significantly more frequently than those OCMPs who reported a lower LOT. The more a participant engages in the OCM course, the more she engages in activities of SASM and SAE. The more a participant engages in SASM and SAE, the more she experiences conditions associated with transformation learning. It is worth noting that significant differences in both SAE and SASM surfaced primarily when participants engaged in the class related activities that tend to go beyond the requirements, requiring added initiative on the part of the students (i.e. *sought out additional information on course web site, applied information to real experiences in host country, discussed course content with other students, and interacted with instructor online*). However, students who read assignments regularly also scored higher on SAE and SASM ( $p=.10$  and  $p=.05$ , respectively). No differences were detected across LOT levels for the activities of *incorporated instructor feedback in future assignments, and completed assignments on time*. See figure 4.3.

## OCMPs PERCEPTIONS OF ON-LINE CULTURAL MENTORING EFFICACY TOWARD IN-COUNTRY LEARNING

There were a series of items that asked OCMPs to reflect on the influence of OCM on various aspects of their in-country experience. Analysis of responses to these items as well as the open-ended question both supports and explains quantitative results further. There was one item seeking participants' perceptions of overall value of GI. It was written as follows: *Please rate the overall value of the Global Identity Course (EdPA/OLPD 3103) to your study abroad experience.* 1 = detracted value from the experience, 10=added value to the experience. 81.8% of respondents marked a 6 or higher.

The following items further distilled student perceptions of their experience with their instructors and the influence of OCM on various aspects of their experience (Figure 4.4). Overall, the OCMPs reported positive impacts related to interactions with their instructor as well as the course as a whole on their in-country experience. With regard to the instructors' efforts to challenge their students, more than 80% of participants agreed that their instructors challenged them to: *"look for deeper cultural elements (values, communication preferences, beliefs)"*, *"increase my own cultural self awareness"*, *"reflect on my own reactions to things that were different"*. More than 80% of OCMPs agreed that their instructor supported them by: *"providing practical ideas for learning more about the culture"*, *"Reminding me that feelings of exhilaration, frustration, being*



<sup>1</sup> Study abroad Experiencing and Study abroad sense-making are measured on the same multi-item structure (6 items; scale of 1-5). Error bars indicate 95% confidence intervals around mean scores.

\* Significant at  $\alpha = .1$ ; \*\* at  $\alpha = .05$ ; \*\*\* at  $\alpha = .01$

FIGURE 4.3. IN-COUNTRY STUDY ABROAD EXPERIENCING AND SENSE-MAKING<sup>1</sup> BY ONLINE CULTURAL MENTORING LOT.

*overwhelmed were normal and part of the learning process*’, and *“offering examples, theories, frameworks from the intercultural literature”*. Other statements regarding instructor efforts that received relatively high agreement include: *“Develop awareness about assumptions of my host culture”*, *“Interpret interactions from my host culture’s perspective”*, *“encouraged me to ask questions”*. This offers insight into the quantitative results. First, we see that online cultural mentoring affected the quality of learning, as the above activities require higher order reflection. Higher order reflection, according to many scholars is both a product of and catalyst to many aspects of growth, including recognition of differences (jarring moments). Further, that participants were supported in the ways mentioned above indicates that online cultural mentoring influenced participants’ ability to at once experience and cope with the stress associated with interacting with difference. This helps explain the heightened experience of cycles of stress and adaptation we see here.

There were a few activities around which students reported lower levels of agreement. Only 66% reported some degree of agreement when asked if their instructor *“helped me reflect on power and privilege”* or support them by sharing *“personal stories similar to what I described in a reflection paper”*. With respect to the in-country experience, OCMPs indicate that OCM influenced the level of learning while in the host country and the degree to which I engaged in the host country, 75% to 80%, respectively. While the numbers in the above section are reasonably high, they also represent areas of potential challenge for OCM.

**My GI instructor helped me to:**

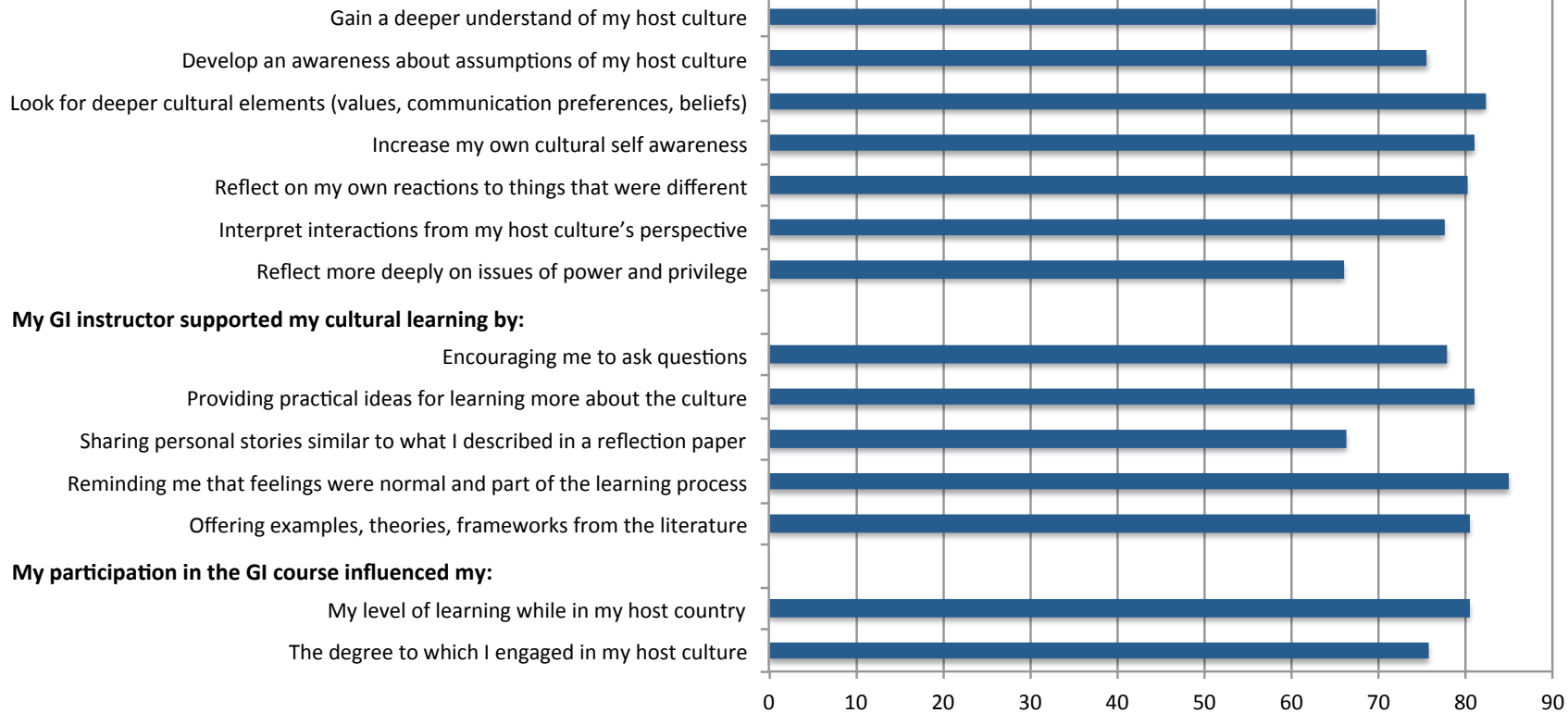


FIGURE 4.4: PERCENT OF STUDENTS ENROLLED IN OCM COURSE, *GLOBAL IDENTITY*, INDICATING AGREEMENT

## QUALITATIVE FINDINGS

The open-ended question, *“In your own words, describe the impact of the Global Identity course on your experience abroad and your life today”* added additional perspective and explanation for what we are seeing in the CTL model. There were 59 participants who responded to this question. Of those responses, 41 (70%) had a positive tone indicating specific benefits of GI, 6 (10%) had a negative tone indicating it was a “hassle”, a “puff piece”, or “redundant”, suggesting GI detracted from the experience, and 8 (14%) were either neutral or “couldn’t remember” specific impacts, positive or negative. Of the 70% responses indicating a positive impact, several themes emerged. Participant responses indicated that participation in GI: facilitated deeper in-the-moment reflection (which often led to seeing/understanding cultural differences); helped with transitions (both entry and reentry); facilitated greater awareness, helped participants articulate and market their experience and skills; offered valuable frameworks for better understanding; and helped achieve new perspectives. Table 4.7 offers examples of statements falling under each theme.



TABLE 4.7 SAMPLES OF OCMP RESPONSES

OCM Impact Themes	<i>In your own words, describe the impact of the Global Identity course on your experience abroad and your life today</i>
New Perspectives	<p>"It opened my eyes to different ways of thinking about the new culture."</p> <p>"The Global Identity really put my international experience into perspective."</p>
In-the-moment reflection	<p>"It gave me insight into how I was feeling at that moment."</p> <p>"I appreciated the fact that I had to sit down and truly reflect on my experience as events unfolded."</p> <p>"The Global Identity course really helped me reflect on my experience while I was abroad. It allowed me to take a step back and really appreciate the experience I was having and what I was learning."</p>
Transition	<p>"I immediately noticed that my transition from home country to host country was much more seamless than it was for my colleagues, very much due to the Global Identity coursework I had completed before going abroad."</p> <p>"It was most helpful when transitioning back to life in the United States. The final reflection paper helped me put my experience in perspective and showed me how I could apply it to my everyday life and education."</p>
Articulate experience and skills	<p>"Global Identity helped me articulate that to employers and friends and family who wanted to know about my experience. It made it a lot easier to talk about my experience."</p> <p>"Through the class I am, today, able to talk about my experience in depth and understand the culture I was immersed in."</p> <p>"The biggest direct benefit I gained was my ability to communicate, convey, and market the skills I gained while abroad."</p>
Frameworks for understanding	<p>"The course gave me a framework for interpreting my feelings and experiences while I was in-country."</p> <p>"I actually went back and reviewed the course readings and reflection assignments while filling out applications for medical school, and used course tools and approaches to effectively describe the importance and depth of my intercultural skill set."</p>
Awareness	<p>I think the most beneficial part to the Global Identity course was the self-reflection aspect to it. It made me think about my past experience and how it would affect me in the future and how I would deal with it differently in the future.</p> <p>"The course gave me a framework for interpreting my feelings and experiences while I was in-country, and generally made me more aware of cultural differences and nuances."</p>

## RESEARCH QUESTION #2 – OCM AND INTERCULTURAL COMPETENCIES

*In what ways and to what degree does on-line cultural mentoring influence broader intercultural competencies (intercultural development and global-mindedness)?*

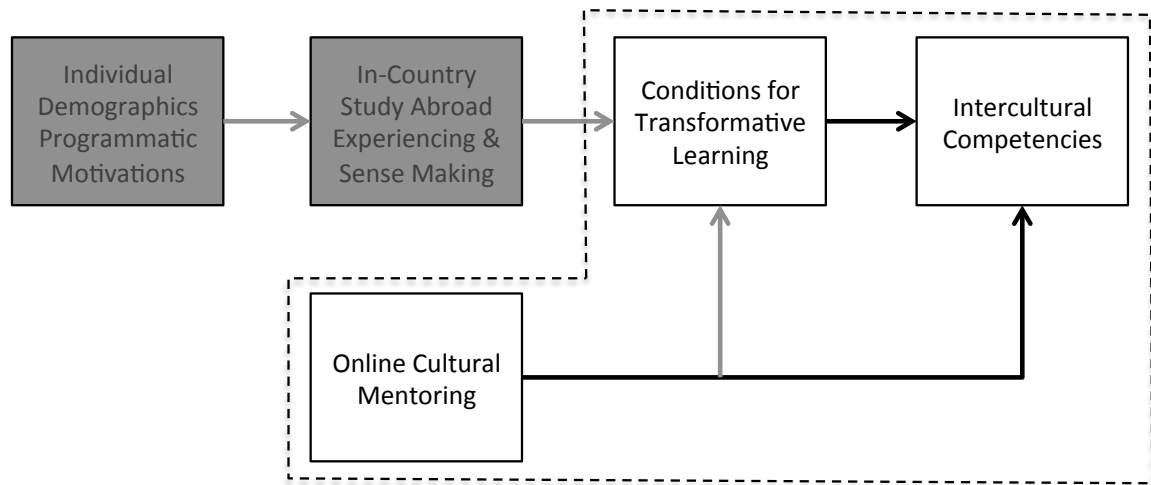


FIGURE 4.5. CONCEPTUAL FRAMEWORK: ONLINE CULTURAL MENTORING EFFECTS ON INTERCULTURAL COMPETENCE

### QUALITATIVE FINDINGS

Whereas we examined an in-country learning model previously, in these analyses we explore relationships between CTL, OCM and outcomes (IDI and GMS). Past research in the field emphasizes the link between cultural mentoring interventions with broader measures of intercultural competencies. Given the approach of this research, and the important role of OCM on in-country learning, we explore first the relationship between conditions of transformational learning (CTL) and measures of intercultural

sensitivity and global-mindedness, and second a more direct relationship between OCM and these measures is examined.

#### CORRELATION BETWEEN CTL AND IDI/GMS RESULTS

It is expected that participants with higher CTL scores may be poised for profound growth along any number of personal development scales, this study employs two that are closely aligned with overarching objectives of international education, intercultural sensitivity (IDI) and Global-mindedness (GMS). We explore the relationship between conditions of transformational learning (CTL), as an outcome of study abroad experiencing and sense-making, and both IDI and GMS, two widely reported measures of intercultural sensitivity and global mind-set, respectively. Results reported in Table 4.8 suggest a significant, positive correlation between predicted CTL scores and both outcome measures of the IDI (Developmental Orientation:  $p\text{-value}=.038$ ) and the GMS (Global-Mindedness:  $p=.058$ ), though the correlation with GMS is only marginally so. Correlation results are also provided for Perceived Orientation of the IDI, participant self-assessment of intercultural sensitivity, indicating significant positive correlation with CTL. Similarly, subscales of the GMS were examined all of which were positively and significantly correlated with CTL<sup>1</sup>.

---

<sup>1</sup> Only the subscales of the GMS where the reliability of the measure exceeded researchers threshold of  $\alpha=.70$  are included in these results.

TABLE 4.8. CORRELATION OF PREDICTED CONDITIONS OF TRANSFORMATIONAL LEARNING (CTL) AND INTERCULTURAL COMPETENCE (IDI; GMS)

Variable	n	r x CTL <sup>1</sup>	p-value <sup>2</sup>
Intercultural Development Inventory (IDI)			
Perceived Orientation	83	0.261	0.009
Developmental Orientation	83	0.196	0.038
Global Mindedness Scale (GMS)	142	0.132	0.058
Responsibility	153	0.256	0.001
Cultural Pluralism	151	0.170	0.019
Efficacy	155	0.134	0.048

<sup>1</sup> Nonparametric correlations of predicted CTL are presented for Spearman's rho.

<sup>2</sup> Significance is presented for a 1-tailed test of positive correlation.

#### DIRECT EFFECTS OF OCM ON IDI/GMS

An examination of the influence of exposure to OCM on each of the outcome scales produced mixed results (Table 4.9). Student scores on the GMS did not differ between treatment and control groups, OCM and non-OCM, respectively ( $p=.536$ ). With regard to the IDI, however, significant differences between groups were detected ( $p=.028$ ). The point estimate of the mean score for the OCMPs is 96.1 ( $SE = 2.34$ ) while that of the non-OCMPs is 89.4 ( $SE= 1.83$ ), a difference of 6.7 points. While these point estimates appear quite large, it is important to note there is significant variation around these mean scores, indicating a potentially high size effect.

TABLE 4.9. COMPARISON OF INTERCULTURAL COMPETENCE (IDI; GMS) BY ENROLLMENT IN ONLINE CULTURAL MENTORING

Variable	n	Online Cultural Mentoring		
		Yes	no	p-value <sup>1</sup>
Intercultural Development Inventory				
Perceived Orientation	85	123.44	119.960	0.005
Developmental Orientation	85	96.064	89.063	0.030
Global Mindedness Scale	145	115.921	117.387	0.506
Responsibility	158	35.883	35.235	0.417
Cultural Pluralism	156	48.149	48.634	0.575
Efficacy	160	26.819	27.098	0.494

<sup>1</sup> One-way ANOVA tests of mean differences were performed on transformed variables of IDI (natural log transformations) and GMS (square transformations) to address non-normality.

To gain insight into this finding, further analyses were conducted to explore aspects of OCM Level of treatment on IDI-Developmental Orientation and GMS. A data reduction technique (principal components analysis) was used to reduce seven measures of student engagement in the course (see table 4.10) and calculate factor scores along two dimensions, named *content diligence* and *external engagement* (r-square .57); Linear regression is used to examine the effect of OCM enrollment on IDI and GMS, with LOT factors (content diligence and external engagement) included as a nested, interaction term.

Results indicate that OCM enrollment is significantly related to IDI, with no additional effects detected for LOT in either dimension, externally engaged or content diligence. This suggests that simply being exposed to the treatment (enrollment in the online cultural mentoring course *Global Identity*) has a positive effect on IDI scores – the

degree to which a participant engages in the course does not further explain variation in IDI scores. In contrast, OCM enrollment is not significantly related to GMS. However, OCM participants who exhibited more content diligence (with regard to assignments: readings, integrating instructor feedback and timeliness) tended to score significantly higher on the GMS scale ( $p=.003$ ).

TABLE 4.10. REGRESSION OF ONLINE CULTURE MENTORING AND NESTED LOT ON INTERCULTURAL COMPETENCE (IDI-D0; GMS)

Dependent Variable	Global Mindedness ( $y^2$ )				IDI Direct Observation (ln[y])			
	B	S.E.	Sig.	Back Trans.	B	S.E.	Sig.	Back Trans.
Constant	13986.98	362.82	0.000	118.27	4.484	0.023	0.000	88.588
OCM Enrollment (OCM)	-453.13	527.24	0.392	21.29	0.067	0.032	0.038	1.069
OCM * Externally Engaged	97.63	379.70	0.797	9.88	-0.014	0.021	0.521	0.986
OCM * Content Diligence	1148.95	374.28	0.003	33.90	0.018	0.021	0.377	1.018
Adj. $R^2$	0.046				0.034			

#### ADDITIONAL ANALYSIS OF IDI RESULTS

In the field of intercultural education, the measurement of intercultural sensitivity has received a great deal of attention. Because the IDI is the strongest measure of this, and because it is one of the most talked about instruments in intercultural education, it receives more attention here in an attempt to achieve a more precise understanding of how OCM (GI in particular) influenced participants' intercultural sensitivity. A comparison of IDI subscales (stages) between the OCMPs and non-OCMPs (Figure 4.6) follows. There is no statistical significance between the two groups in Denial, Polarization (Defense and Reversal), the ethnocentric stages. We see significance surface in Minimization, now considered a "transition" stage, as well as in Acceptance and

Adaptation, the ethnorelative stages. OCMPs have significantly higher scores along the subscales that represent more sophisticated views towards cultural differences.

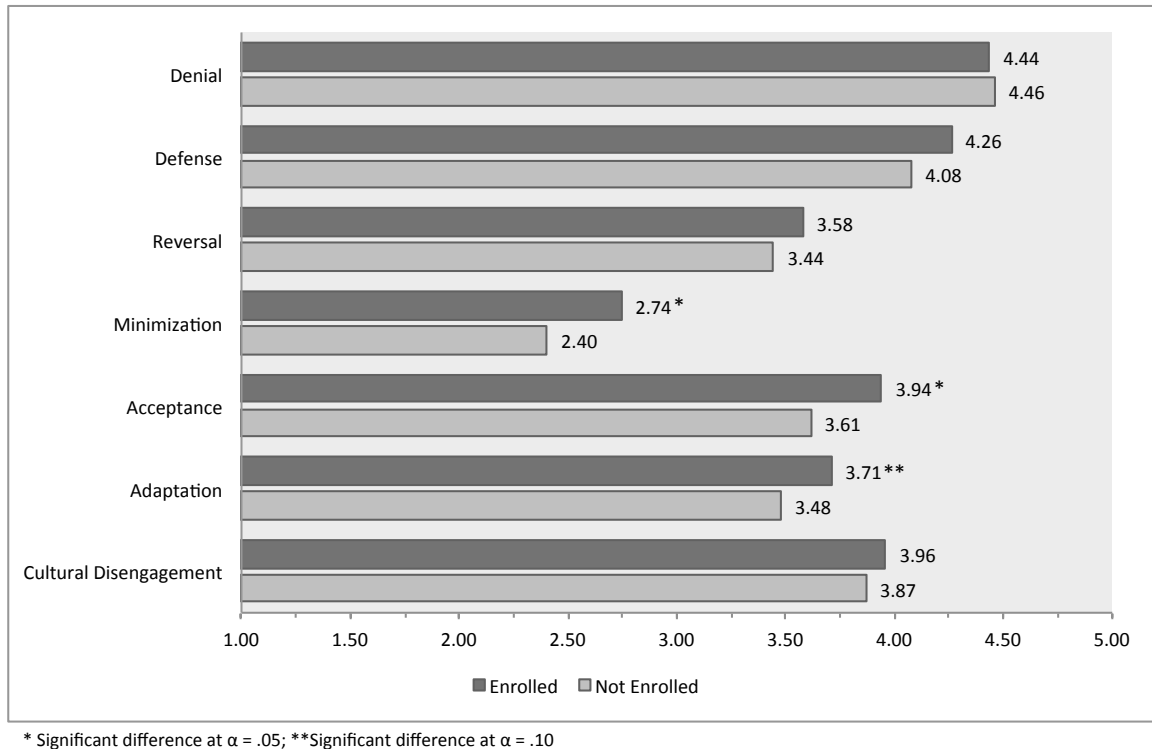


FIGURE 4.6. COMPARISON OF IDI SUBSCALES BETWEEN OCMPs AND NON-OCMPs

Additional supporting evidence related to increased intercultural sensitivity of OCMPs surfaced during data analysis related to research question #3. This is addressed in the following section. It is worth noting, however, that when looking at differences between groups, significant or not, the results consistently trend in the anticipated direction, with OCMPs scoring higher along key learning measures. The results related to intercultural development below are particularly valuable because they represent a

larger response pool than the IDI results. This broader data set allows for increased confidence in making inferences across the groups.

### RESEARCH QUESTION #3

*In what ways and to what degree does an on-line cultural intervention influence the way in which participants value, see relevance in, identify and articulate intercultural skills and perspectives in their lives today?*

#### QUANTITATIVE ANALYSIS OF SURVEY ITEMS

Because OCMPs have higher IDI scores than non-OCMPs, and because they enrolled in a course that emphasizes the intercultural skill-set, it stands to reason that OCMPs would have higher scores related to perceptions of value, relevance of intercultural skills as well as ability to identify and articulate such skills than non-OCMPs. Gaining insight into whether or not this is indeed the case is important, as these are also desired (and assumed) outcomes of the study abroad experience. International educators do not want to see that participants compartmentalize their study abroad experiences and skills, but rather transfer and integrate them into their everyday lived experiences. Here we examine if this is indeed the case. This section begins with a look at quantitative results.

Nine survey items were asked of both the treatment (OCMP) and control group (non-OCMP) in an attempt measure these outcomes. The participants were asked to indicate their level of agreement, from strongly agree to strongly disagree, with the following statements: *I value intercultural skills and perspectives gained abroad; I believe that no matter what career I choose intercultural skills will be important to my*



*success, intercultural skills make me a stronger candidate for employment opportunities; intercultural skills as perspectives are not relevant for the career path I have chosen* (reverse coded); *I get frustrated trying to talk about my experience abroad, especially with respect to skills I have learned* (reverse coded); *I can't identify specific skills that fall under the category of intercultural skills* (reverse coded); *I find that intercultural skills are not useful in my home culture* (reverse coded). The anticipated findings, that OCMPs would score higher on these measures than non-OCMPs was not supported in the quantitative data. Statistically significant differences between groups did not bear out.

#### QUALITATIVE ANALYSIS

The empirical data above show no difference between groups with regard to perceptions around relevance, value, and ability to identify and articulate intercultural skills, however, analysis of the qualitative data reveals a decidedly different conclusion. Both groups were asked to respond to the following open ended question: "*Of the skills, knowledge and perspectives you have gained while abroad, which one, if any, make you stand out as a job applicant? Why?*"? Using best practices in qualitative data analysis, including note taking, attention to repeated words/phrases, constant comparison and review text/phrases in context (Strauss & Corbin, 1998), the following broad categories and sub-categories emerged from the responses to this question: *Intercultural Development*, with sub-themes that includes utterances reflecting Minimization/Acceptance and Acceptance/Adaptation; *International Exposure*, with sub-themes: Global Perspectives, Being There, and General Skills. The last theme is *Language Acquisition*. Initially, the theme Intercultural Development was its own

category and all the utterances that reflected intercultural skills and perspectives were placed under this theme. However, as the systematic process of theme identification progressed it became evident that an additional category was needed to distill subtle but important differences in responses within this theme. While many participants indicated skills that have been identified as key intercultural skills (i.e. adaptation, flexibility, etc.), other responses were much more articulate, and left little room for ambiguity with respect to how respondents used the terms or approached diversity (i.e. “empathy”, “respect” and “appreciate” differences, or statements such as, “The ability to navigate a complex, intercultural communication while thinking about it from multiple cultural perspectives”). Thus, the two subcategories listed above were formed under Intercultural Development. Table 4.11 provides examples of the types of responses categorized under each theme.

The items within each of the themes are valuable, however, an intercultural lens was used when examining whether or not there is a difference in how the control and treatment group responded. Themes were judged based on the degree to which participants represented the specific skills, perspectives, and knowledge required for appropriate and effective communication across cultures (Deardorff, 2008). In other words, I was interested to see how often and in what ways participants responded to the prompt with skills/perspectives that are associated with intercultural competence, and that are more likely to be acquired through a cultural immersion experience than within their own culture group. Thus, for the purpose of this study, statements that fall within the Intercultural Development theme are the most valued, though Acceptance/Adaptation more so than Minimization/Acceptance. Statements addressing Language Acquisition

skills and Global Perspectives are indeed valued as well. Language acquisition is clearly an important and valuable skill. While interrelated with intercultural competence its been given its own category because the ability to communicate in the host country language alone does not ensure culturally appropriate interactions. The statements around global perspectives are also good to see, however, while important, the statements here tended to be few and vague. They did not speak to any real meaningful application or provide clarity/depth into what or how this can be construed. Utterances that highlighted the simple fact that being abroad is enough to make them more competitive do not reveal any real growth or understanding related to intercultural development. Further, as has been established in the literature review, intercultural development is not a foregone conclusion to the study abroad experience, so the underlying assumption of statements of this nature does not hold up. General skills can be achieved through students' experiences on their home campus as easily as they are achieved abroad (independence, organization, time management, etc.), and they are also not necessarily indicative of intercultural understanding or growth. For these reasons, statements that fall within "being abroad" or the general skills category hold the least weight in the context of this analysis.

Once themes were determined, analysis of the data within and between themes was conducted. I started by simply calculating the raw numbers to get a sense of where participants stood within the themes. The data was distilled and reviewed from a number of angles, and, contrary to the quantitative data above, in all cases the results suggest that OCMPs do indeed see greater relevance and value in, and have a greater ability to identify and articulate intercultural skills, knowledge and perspectives than non-OCMPs.

The first step in the analysis was to count the number of utterances for each group. Of the 66 non-OCMP responses there were 135 utterances. The fifty-eight OCM respondents made 134 utterances. In Table 4.11 percent of weighted utterances is reported for each theme by participants (column), and percentage of utterances (row). The utterances were weighted based on the number of respondents. The first observation is that the OCMPs had an average of 2.3 utterances compared to an average of 2.0 utterances of the non-OCMPs. The OCMPs tended to have a little more to say in response to the question. An analysis of responses per theme was also revealing. The biggest contrast between the Non-OCMPs and OCMPs corresponds to the sub-theme, *Acceptance/Adaptation* category. Only 17% percent of Non-OCMP utterances fell under *Acceptance/Adaptation* compared to 27% of OCMPs utterances. Further, 64% of all utterances in the *Acceptance/Adaptation* category were expressed by OCMPs. This is noteworthy as responses in this category are considered the most sophisticated level of response, in the context of this study. The percentages are flipped on the two themes that really do not have much merit with regard to intercultural development, general skills and “being there”. Twenty-eight percent of Non-OCMPs utterances fell under one of these two categories versus 19% of OCMPs utterances. Sixty-three percent of utterances in the *being there* category were expressed by non-OCMPs, compared to 37% by OCMPs; 53% percent utterances in the *general skills* category were expressed by non-OCMPs, compared to 47% by OCMPs.

A closer look at the data, by respondent (not utterance), reflects similar results around Intercultural Development sub-themes. Forty-one percent of OCMPs (25) made

comments that fit into the *Acceptance/Adaptation* category, compared to 26% of the Non-OCMPs (17), and twice as many non-OCMPs (12) as OCMPs (6) indicated that “being there” was what makes them stand out.

TABLE 4.11: WEIGHTED UTTERANCES OF OPEN-ENDED QUESTION

Themes	Utterances	% Weighted Utterances (% Theme)	
		OCMP	Non-OCMP
<i>Intercultural Development</i>			
Minimization/Acceptance	Adapting to new situations, flexibility, seeing difference, open mind, recognize different non-verbal communication, understanding, awareness, patience, cultural knowledge, tolerate ambiguity, ability to adjust, comfortable in new situations, show compassion	44% (54%)	43% (46%)
Acceptance/Adaptation	Respect [others], value, appreciate differences, accept differences, relate, seeing from different perspectives, adapt views, adapt behaviors	27% (64%)	17% (36%)
<i>International Exposure</i>			
Being abroad	Work, intern, volunteer, being abroad	4% (37%)	9% (63%)
Global Perspectives	Understand other countries, global [content] perspective, broad perspective	2% (37%)	4% (63%)
General skills	Independence, cooperation, time management, communication, confidence, problem solving, maturity, multi-tasking	15% (47%)	19% (53%)
<i>Language acquisition</i>			
	Fluency, language skills, second language, language, bilingual, language proficiency, foreign language skills, language ability	7% (54%)	7% (46%)
Number of Respondents		58	66
Number of Utterances		134	135
Utterances per Respondent		2.3	2

The numbers presented above offer important insight. However, a closer review of the responses falling under the *Acceptance/Adaptation*, the theme that holds the most advanced intercultural responses, sheds light on how the two groups articulate their intercultural skills/perspectives. This micro comparison between groups reveals that the non-OCMP responses were not only less in number (as established above) but also less articulate, less sophisticated, and in several instances more ambiguous. In this analysis, I was looking for words or phrases that reflect ethnorelative perspectives and skills. For instance, “appreciate”, “value”, “respect”, “celebrate” differences, or phrases that speak to *cognitive* frame-shifting or of *behavioral* adaptation. Below are examples from both groups, illustrating these nuances. Again, the quotes below are responses to the open-ended question, “*Of the skills, knowledge and perspectives you have gained while abroad, which one, if any, make you stand out as a job applicant? Why?*”?

#### **Responses from non-OCMPs**

“I think looking at things from the perspective of a foreigner in a foreign country is very valuable. I have learned to see things from a different perspective and evaluate situations before making judgments.” – non-OCMP (*Acceptance/Adaptation*)

“ability to have an open mind, non-judgmental, taking a broader perspective. These skills will make me stand out because I will be better able to communicate with clients of different cultural backgrounds.” – non-OCMP (*Acceptance/Adaptation*)

The respondents may be understanding the value of cognitive frame shifting, however, parts of the statement are ambiguous with respect to intended meaning or true understanding--“looking at things from the perspective of a foreigner” and “taking a

broader perspective”. ICC requires that one values, accepts and considers situations from multiple perspectives, including that of the host culture, not necessarily a “broad” perspective or a “foreign” perspective

“I think my sense of patience and cooperation in difficult situations increases my value as an employee. The increasing variety of cultural exposure in our blended society is cause for more people to acquire skills of understanding, interpretation, and open-mindedness.” –non-OCMP (*Acceptance/Adaptation*)

“Tolerance to diverse cultures and behaviors” –non-OCMP

Patience, cooperation and tolerance are important. However, alone, they are not an indication of an ethnorelative worldview. The definition of patience is “the state of endurance under difficult circumstances, which can mean persevering in the face of delay or provocation without acting on annoyance/anger in a negative way” (Wikipedia, retrieved December 2012). Thus, patience, like tolerance (putting up with), does not preclude negative feelings towards difference. The first statement was listed in the Acceptance/Adaptation theme because the participant also mentioned understanding, interpretation, and open-mindedness. However, there is some ambiguity here because a “sense of patience and cooperation” does not necessarily lead one to be understanding and open-minded.

“Comfort in ambiguous situations. Ability to listen to others opinions, compare and contrast them to my own.” –non-OCMP (*Acceptance/Adaptation*)



Listening to others opinions and comparing/contrasting are important intercultural skills, however, with this statement, it is not clear this person indeed accepts or appreciates other ways of thinking.

“I would say flexibility is a key skill that I built up while abroad. There were unforeseen challenges due to cultural differences that I encountered, but it taught me how to be patient, as well as how to adapt my views, opinions and actions to fit the specific situation. Understanding different points of view was another valuable skill I gained while abroad that I feel will be essential in any profession I will go into.” –non-OCMP (*Acceptance/Adaptation*)

This one is quite clear, in that the respondent has indicated he/she sees value in adapting his/her thinking and behaviors in other cultural contexts.

### **Responses from OCMPs**

“Patience and ability to make small talk are essential to success because it creates a bridge of understanding and acceptance between people.” –OCMP

This student seems to understand not only that it is importance to make the effort to connect in the ‘smaller’ interactions in order to build acceptance and understanding, but that there is also skill involved in doing this--use of the word “ability”. The use of the words “bridge” and “acceptance” is also indicative of advanced intercultural competence.

“Adaptability, Chinese language ability, understanding, patience, openness. These skills are extremely important for international relationship-building, as well as general interactions with people from any culture. Cultures are not homogeneous, so even within my own culture, it is important to be open, patient, and adaptable to whomever it is I am speaking with.” –OCMP

The phrases “relationship-building” and “adaptable to whomever it is I am speaking with” indicate a value placed on relationships across cultures as well as an understanding that multiple skills and perspectives are needed to make this happen, such as behavioral adaptation and openness. All point to advance ICC.

“my ability to adapt to different environments and my eagerness to understand situations from multiple lenses.” –OCMP

The participant’s use of the word “eagerness” indicates a positive view of differing perspectives. Eager is synonymous with willing, keen, excited, enthusiastic, desirous. Use of “Multiple lenses” also indicates attempts at cognitive frame-shifting.

“Adaptability, time management, appreciation of differences, independence, and inter-cultural communication.” –OCMP

The phrase “appreciation of differences” and placing a value on intercultural communication speak for themselves with regard to intercultural development.

“The ability to feel comfortable talking to people from very different backgrounds than my own, because in any job, you should be able to be sensitive and understanding to the people around you, and be able to consider their perspectives as valuable.” –OCMP

“Consider their perspectives as valuable” stands out as a clear ethnorelative perspective.

“I think my bilingualism is one of the most valuable assets I have gained while abroad. I've also learned how to embrace and emulate other cultures, instead of judging them.” -OCMP

“The ability to navigate a complex, intercultural communication while thinking about it from multiple cultural perspectives.” –OCMP

“Recognizing different perspectives is crucial to problem solving and critical thinking, which are very important in any field” –OCMP

Terms such as embrace, emulate, navigate complex intercultural communication, and recognizing and thinking from *multiple* perspectives reflect advanced understanding of cultural contexts.

#### ANALYSIS OF OTHER RELEVANT DATA

Responses to the open-ended question, “*In your own words, describe the impact of the Global Identity course on your experience abroad and your life today*”, reported in Table 4.4 (above) are also consistent with the findings in this section, where one of the key themes that surfaced through the analysis was that the course helped participants articulate and market their experience abroad. This is demonstrated in the analysis above, and reinforced by participants’ own views on this, whereby 85% of OCMPs reported that their participation in GI positively influenced *their ability to articulate and*

*market intercultural skills gained.* Additionally, over 80% of OCMPs reported that their participation in GI positively influenced the *level of intercultural awareness and understanding they were able to achieve abroad, achievement of intercultural skills and perspectives, their understanding of an intercultural skill set, the degree to which they value intercultural skills.* The breakdown of perceptions of influence by percentage of participants is in Figure 4.7.

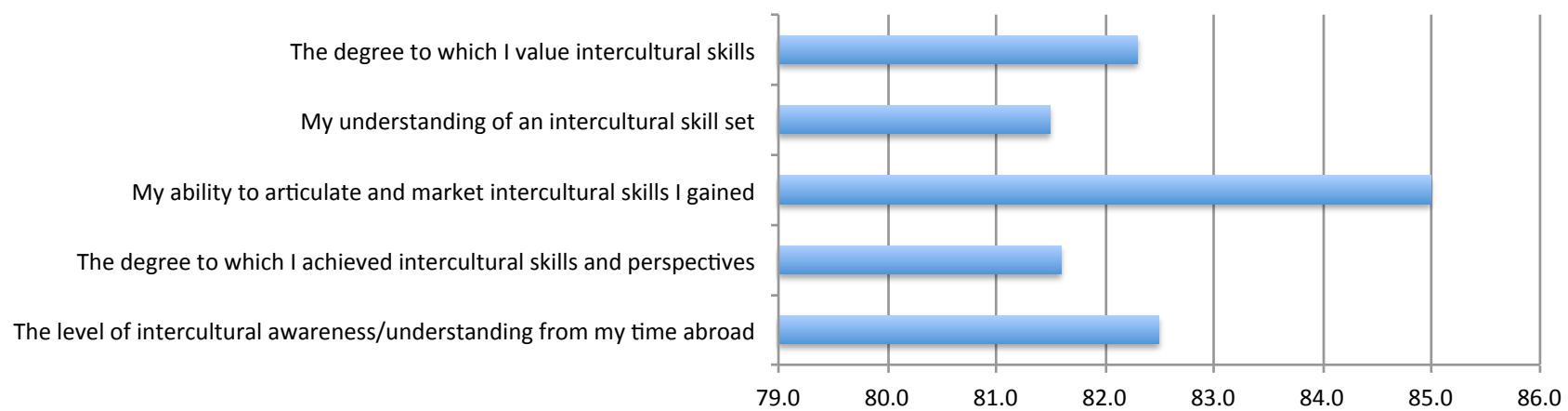


FIGURE 4.7 OCMPS' PERCEPTIONS OF GI INFLUENCE

## CHAPTER 5: DISCUSSION

### INTRODUCTION

Intercultural “interventions” such as Global Identity have not been consistently or competently integrated into the study abroad curriculum, largely because the prevailing assumption was that the overseas experience itself was all that was needed for students to acquire desired outcomes. Based on emerging research around the importance of cultural mentoring, scholars and educators must explore how these programs influence various aspects of the experience, the outcomes, student perceptions as well as practical and feasible ways to integrate this curriculum into their study abroad programs. This chapter begins with an interpretation of the results. Next, ways for how these results can influence policy and programming are suggested. Finally, suggestions for future research are presented.

While the literature review informed us of the importance of this type of “intervention” for study abroad, it also revealed potential areas of compatibility and incompatibility of this particular combination of content (intercultural curricula), delivery method/platform (online), and context (study abroad). This study offers a rare glimpse into online cultural mentoring, and provides insight into when and how it influences the study abroad experience, as well as the outcomes related to intercultural competencies. Overall, we see that OCM, more specifically, Global Identity, matters. The qualitative and quantitative data were consistent with each other, with the qualitative data offering

valuable information that deepens our understanding of quantitative observations. The results suggest that while some challenges with the online format exist, the potential areas of incompatibility identified in chapter two, namely immediacy (establishing positive instructor-student relationship), nature of the content (challenging participant worldview), exacerbated feelings of isolation, and challenges related to the technology (access, comfort, navigation) did not appear to be problematic overall. Neither did the interactions with a home country instructor dilute the immersion experience, as might frequent trips to McDonalds, Starbuck, “Americanized” clubs, or relying on American peers for primary social interactions. On the contrary, engaging in this course and with the instructor - in general - served to enhance the study abroad experience and the learning therein.

#### **OUTCOMES: IN-COUNTRY**

The underlying model used to measure in-country learning proved to be exceptionally stable, with strong explanatory power. Across alternative model specifications explored, a positive and significant relationship between SA-experiencing and SA-sense-making and the in-country outcome measure (conditions of transformational learning) was consistently observed. This is encouraging, as it is this primary relationship that is theorized to be enhanced through the online mentoring intervention. Accounting for learning associated with the experiences and reflection of studying abroad, and controlling for other in-country variables, a significant positive effect of OCM on the measure of ‘conditions of transformational learning’ ( $p=.003$ ) resulted. This finding is evidence suggesting a positive effect of online cultural mentoring

on the study abroad experience; further qualitative exploration supports and offers insight into this finding.

The themes that surfaced through the qualitative analysis reveal more specifically the ways in which OCM added value to the experience. In their own words, participants repeatedly indicated that the course facilitates: in-the-moment reflection, transitions, ability to articulate and market skills, new perspectives, and awareness, greater understanding of intercultural frameworks. This data is again supported via the results around how participants perceived the degree to which OCM instructors challenged and supported them. More than 80% of participants agreed that their instructors challenged them to: *“look for deeper cultural elements (values, communication preferences, beliefs)”*, *“increase my own cultural self awareness”*, and *“reflect on my own reactions to things that were different”*. Similarly, more than 80% of OCMPs agreed that their instructor supported them by: *“providing practical ideas for learning more about the culture”*, *“Reminding me that feelings of exhilaration, frustration, being overwhelmed were normal and part of the learning process”*, and *“offering examples, theories, frameworks from the intercultural literature”*. Other statements regarding instructor efforts that received relatively high agreement include: *“Develop awareness about assumptions of my host culture”*, *“Interpret interactions from my host culture’s perspective”*, *“encouraged me to ask questions”*.

This breakdown of how the instructor influenced the experience offers insight into the quantitative results. First, we see that online cultural mentoring affected the quality of



learning, as the above activities require higher order reflection. Higher order reflection, according to many scholars (cited in Chapter 2) is both a product of and catalyst to many aspects of growth, including recognition of differences (jarring moments). Further, that participants were challenged/supported in the ways mentioned above indicates that online cultural mentoring influenced participants' ability to, at once, experience and cope with the stress associated with interacting with difference. This helps explain the heightened experience of cycles of stress and adaptation we see among OCMPs.

Thus, the argument that a connection with the participants' home culture will further "water down" the cultural experience does not appear to hold in this study, a result also found in the work of Lou and Bosley (2008). Moreover, the positive and significant in-country results are an indication that OCM instructors were able to establish a positive connection with participants that both challenged and supported them. This is also an indication that concerns of establishing immediacy and mitigating feelings of isolation on the part of the participants can be accomplished in this context. The unaided comments of the participants further exemplify these results:

"It [GI] gave me strength when I was overwhelmed and made me feel like I was still a part of my home (the University of Minnesota)."

"I really liked the instructor of the course, or the T. A. that I had, he was very insightful and was able to ask me certain questions that allowed me to gain a deeper meaning of my abroad experience and my self-awareness."

"I learned more in this one credit course than any one, two or three credit course I have ever taken."

While we see some very positive results regarding the influence of OCM on the in-country experience, the data also reveals potential challenge areas for OCM. Compared to other statements in the challenge/support sequence, two were given relatively low scores by participants; significantly fewer participants (66%) agreed that their instructors helped them to “*reflect more deeply on issues of power and privilege*” or support them by sharing “*personal storied similar to what I described in a reflection paper*”. With regard to issues of power and privilege this finding is not surprising. Discussions of power and privilege in a one credit, pass/fail, on-line format could be potentially dangerous territory for instructors. This is an advanced, high-risk, topic that must be engaged with caution and only when the instructor is certain the student is ready. From a theoretical and practical perspective, achieving advanced intercultural sensitivity is developmental; it is not within best practices to engage this level of discussion before participants have reached a developmental orientation of Acceptance or Adaptation. Given that most participants have a developmental orientation in Minimization (see Table 4.6, and discussion below), it makes sense that students would report lower agreement here, as it is likely instructors would have picked up on participants’ developmental orientations through their reflections, and challenged them to begin seeing and exploring differences (increase their curiosity around differences) and learning about their own cultural identities, both appropriate exercises for individuals in minimization, rather than leaping into discussions of the differing realities of dominant and non-dominant culture groups where power and privilege is concerned. Another explanation could be that

instructors steered away from this topic because they were hesitant to engage it using an online platform, where they did not have the benefit of reading participants' non-verbal behaviors or the capacity for a synchronous dialogue.

As far as sharing personal stories with participants, this is both a personal and pedagogical decision. Some instructors may find this approach an effective way to connect, support and reinforce lessons, while others prefer to lean more heavily on the frameworks, theories to help students make sense of their observations. This may also be an issue of media – an online platform may not be conducive to “storytelling” in this context. Further research on both these areas would be beneficial.

#### LEVEL OF IMMERSION AND IN-COUNTRY IMPACTS

Conclusions drawn from the results around differing aspects of immersion, OCM and CTL are important yet nuanced. First, results support previous literature suggesting an inverted U curve associated with the degree of immersion and intercultural development (VandeBerg, Connor-Linton, & Paige, 2009). A medium level of immersion was associated with higher levels of CTL, compared to students indicating a low level immersion into the host culture. High levels of immersion were found to be insignificantly different from low immersion experiences. Second, it appears that online cultural mentoring support is most effective for participants who initially demonstrate some amount of hesitancy with regard to fully immersing themselves into the host culture by limiting time with host nationals. Participants who reported medium levels of immersion vis-à-vis students exposed to a low level of immersion – and who did not enroll in OCM – had significantly lower CTL scores than participants who also reported

medium immersion but enrolled in OCM ( $F = 3.86$ ,  $p\text{-value} = .05$ ). No difference between OCMPs and non-OCMPs was detected among students exposed to a high level of immersion. This is explained by the possibility that participants reporting high immersion may likely be too overwhelmed and therefore unable to process their experiences and reactions to the same degree as participants reporting medium immersion. This hypothesis may also explain the reported interaction effect between exposure to target language course (TLC) and OCM, as exposure to target language may also be a proxy measure of immersion. Here we saw that the response of OCMP who took courses in the target language was diminished compared to OCMPs who did not take courses in target language. OCMPs who took courses in the target language had essentially the same CTL scores as the non-OCMPs who took courses in the target language. Whereas, OCMPs who did not take courses in the target language scored higher than either group enrolled in target language, and significantly higher than non-OCMPs who did not enroll in a target language course. Another possible explanation for these results may be that participants who enroll in target language courses or who opted for high immersion (homestay and 50%+ time with host nationals) may be over confident and feel they already know everything they need to know about culture learning strategies as well as their host culture, and therefore, did not make the same effort that participants who did not choose a high immersion experience. Simply, these students may represent a different population with different needs and goals.

If a cultural mentoring program is less effective for some participants than for others, consideration of different models of mentoring may be in order. However, it

would be important to ascertain which of the explanations above, if either, is at play (overwhelmed or over confident), as this would guide course development and instructor approach. It may be the case that a one-size fits-all mentoring curriculum may not be the solution. To best serve students on all types of programs and experiences, curricula and/or approaches to mentoring may need to be adapted based on level of immersion, among other factors. For example, high immersion participants may do better if the assignments given in country are not graded, eliminating this added pressure without eliminating the reflections and interactions with instructors. Incentive for students to participate in in-country course assignments, a final graded assignment due after their return that is based on course assigned reflections/activities and incorporate interactions with instructors may be an approach to consider. With regard to participants who may overestimate their ability to navigate their host culture, perhaps a simple inoculation at the beginning of the course may be all that is needed. For instance, an activity that offers examples of specific cultural differences that they are likely unaware of followed by explanations of how these differences could be easily misinterpreted and therefore have a negative influence their experience if unattended may be one method to increase participant interest in the course content.

### **OUTCOMES: POST STUDY ABROAD (IDI AND GMS)**

Learners develop and grow along many different paths. Thus, participants who experience greater CTL may be poised for any number of transformational changes, including, but not limited to, intercultural sensitivity measured by the IDI and global-mindedness measured by the GMS. These two scales only measure two facets of growth

and change. Heightened CTL of OCMPs may also be indicative of positive impact on other ways in which students change and grow; ways that were not explored or measured in this study (i.e. personal growth, maturity, civic responsibility, creativity, etc.). That said, findings in this study indicate a positive and significant correlation between Conditions of Transformational Learning, the in-country outcome variable, and overall scores of the IDI (Developmental Orientation:  $p\text{-value}=.038$ ) and the GMS (Global-Mindedness:  $p=.058$ ). OCMPs scored significantly higher on these two scales than non-OCMPs. This is significant because previous studies conducted on this course design, though with slightly different curricula, did not detect significant statistical difference between control and treatment groups with regard to the IDI. Global-mindedness has not been reported in previous studies.

Further discussion of IDI results is warranted given that it is the leading instrument on intercultural sensitivity in the field, and because it reports the strongest significance. With regard to the IDI, the 6.7 point estimate difference indicates that for this sample, OCMPs, post-study abroad, are further along in their intercultural development than non-OCMPs, even though both groups are in the same stage, Minimization. Though a potentially large size effect may be influencing results, this is further evidence that online cultural mentoring moves this needle in a positive and desired direction. In the context of other recent studies on cultural mentoring in the study abroad context, these results may fit somewhere in the middle, though it is difficult to compare given the variation in course content, delivery methods, and platform. Comparative studies across various intercultural interventions are warranted.

Additional understanding related to these IDI results come from the most recent parametric testing on the IDI tool. The tests indicate that *Minimization* is a transition stage, between monocultural and multi-cultural mindsets, rather than an ethnocentric (monocultural) stage, as once believed (Hammer M. , 2011). Delving more deeply, we see that there is no statistical difference between OCMPs and non-OCMPs in Denial and Polarization, however, we do see significantly more OCMPs have primary developmental orientations in Minimization, Acceptance, and Adaptation than non-OCMPs, indicating that post study abroad OCMPs are further along in their transition into a more ethnorelative mindset. In future iterations of this course, instructors may wish to emphasize cultural self-awareness, which is necessary for movement along the continuum, but especially from the ethnocentric stages into the transition/ethnorelative stages. Perhaps instructors could strike more of a balance between exercises and comments that encourage participants to see areas of common humanity, to help participants resolve issues related to denial and polarization and move toward minimization, and exercises that encourage exploration of differences, for moving those already in minimization forward.

While a modest but significant quantitative impact was detected, the qualitative analysis provides stronger evidence of greater growth of OCMPs. The open ended prompt, “*Of the skills, knowledge and perspectives you have gained while abroad, which one, if any, make you stand out as a job applicant? Why?*” generated responses that point to different constructions of difference between groups. With regard to the themes that were identified, the biggest contrast between the non-OCMPs and OCMPs correspond to

the *Intercultural Development: Acceptance/Adaptation* theme and the *International Exposure: “being there”/general skill* themes. OCMPs made nearly twice as many utterances reflecting worldviews in *Acceptance/Adaptation*. OCMPs were twice as likely to respond to this prompt in a way that indicated clear understanding, appreciation, valuing of difference as well as specific skills necessary to bridge cultural difference. In contrast, non-OCMPs score approximately one-third higher on the two themes that really have little to no bearing on intercultural development- *general skills and being there*. Twenty-eight percent of non-OCMPs utterances fell under one of these two categories versus 19% of OCMPs utterances. It was also demonstrated that the OCMPs open-ended responses were more sophisticated from an intercultural perspective.

A third layer of evidence corroborating a positive impact of OCM on outcomes is reflected in the OCMPs perceptions of how the course influenced their lives. More than 80% OCMPs who responded indicated the course had some degree of influence on the level of intercultural awareness and understanding they were able to achieve from their time abroad, as well as the degree to which they achieved intercultural skills and perspectives.

The fact that the quantitative findings are reinforced through a qualitative analysis is particularly noteworthy because this analysis was conducted on a larger response pool than was the IDI. This allows for increased confidence in making inferences across the groups. Thus, while the course was meaningful to the students, especially while in



country, it also seems to have a longer lasting impact. It is encouraging to see an on-line, one credit, pass-fail course does indeed have influence and meaning for the participants.

### **MIXED RESULTS: DIRECT EFFECT OF OCM ON IDI AND GMS**

While we see a positive and significant correlation between CTL and IDI and GMS outcomes, a separate analysis was conducted looking into possible direct effects of OCM on IDI and GMS scores. Results indicate that OCM enrollment is significantly related to IDI, with no additional effects detected for LOT in either dimension, externally engaged or content diligence. This suggests that simply being exposed to the treatment (enrollment in the online cultural mentoring course *Global Identity*) has a positive effect on IDI scores – the degree to which a participant engages in the course does not further explain variation in IDI scores. This is in direct contrast with in-country learning, where high levels of participation in activities within the Externally Engaged construct (seeking out more opportunities with students, instructor and content) were found to significantly improve SA-Experiencing and SA-Sense-Making. In contrast, OCM enrollment is not significantly related to GMS. However, OCM participants who exhibited more content diligence (with regard to assignments: readings, integrating instructor feedback and timeliness) tended to score significantly higher on the GMS scale ( $p=.003$ ).

The results indicate that OCM has a significant, positive impact on intercultural development, as measured by the IDI, but it does not have a significant direct effect on Global-mindedness, as measured by the GMS. One likely explanation is that the scales

measure different constructs, and we may simply be seeing that the GI course, specifically, impacts one and not the other. The IDI measures orientations to cultural difference, using the stages originally defined in the Developmental Model of Intercultural Sensitivity (DMIS), and further honed with the introduction of the Intercultural Development Continuum. These stages are Denial, Polarization, Minimization, Acceptance and Adaptation. The GMS measures attitudes related to a person's sense of connection to, interest in, and responsibility for the global community and his/her behaviors associated with this perspective. The constructs measured are Responsibility, Cultural Pluralism, Efficacy, Global Centrism, and Interconnectedness. The GMS construct that most closely matches what is measured by the IDI is Cultural Pluralism. It is defined as a person who "appreciates and values the diversity of cultures in the world and are interested in learning more about them" (Hett, p. 89). This construct has 8 items. With 50 items, IDI measures a related, yet different construct, and is much more in-depth, complex and distilled measure of this concept. While there is some overlap in concept, these scales truly measure different things.

These mixed results are difficult to interpret, but worth consideration. There are a number of possible explanations. The GMS was used in this study because increased global-mindedness is a potential and even a desired outcome of study abroad, and it is valuable to know if interventions such as OCM have an impact in this broader mind-set. Intercultural sensitivity, on the other hand, is indeed an implied, if not stated, outcome of many cultural mentoring interventions. One goal of cultural mentoring courses is to help participants navigate their host culture better through "appropriate" and "effective"

behaviors. These abilities are linked to how individuals construe difference (Paige R. M., 2006), which is exactly what the IDI measures. Indeed, many studies exploring the impacts of cross-cultural interactions employ the IDI as a measurement tool.

The second possible explanation for why we see direct effect of the IDI and not the GMS is that the IDI has withstood more rigorous psychometrics testing than the GMS. It has been proven valid and reliable across many cultures and languages over many years. This proved to be the case in this study as well. The IDI indeed performed better from an internal validity perspective than did the GMS. Whereas along all the dimensions of the IDI validity was reported, two of the five GMS constructs did not show sufficient internal consistency. Based on this, and the fact that the GMS has not been subject to the degree of psychometric testing at the IDI, it is possible it is not as robust of a measure of what it purports to measure- a worldview in which one sees oneself as connected to the global community and feels a sense of responsibility to its members.

A third possible explanation for the mixed results is test bias. One could make the argument that there was significantly greater course content pertaining to intercultural sensitivity, and therefore the course and the instructors were “teaching to the test”, in this case the IDI, not the GMS. This possibility should be addressed with this, and other studies on this topic, as many courses introduce the Developmental Model of Intercultural Sensitivity and use vocabulary/notions that may also be found in the IDI. While this is a valid concern, it could be argued that the mixed results of this study are not a function of test bias for several reasons. First, while the course covers the DMIS, it

is introduced as one of many intercultural communication theories and models. Second, the IDI measures attitudes not knowledge; it is difficult to teach an attitude. Finally, the IDI was administered months (even years) after the course content was delivered thereby decreasing the risk of test bias.

### **MIXED RESULTS: PERCEPTIONS OF VALUE, RELEVANCE AND ABILITY TO IDENTIFY AND ARTICULATE INTERCULTURAL SKILLS AND PERSPECTIVES**

Within the context of a discussion of mixed results around the third research question, a related yet broader impact of OCM surfaced. Thus far, and overall, the findings from the quantitative and qualitative data have been reinforced by the other, and significant or not, all the findings indicate a positive directionality with regard to impacts of the course. There was a case where the results were mixed, however. With regard to research question 3 both groups reported statistical similarities along measures associated with the degree to which participants value, see relevance in intercultural skills as well as the ability to identify and articulate these skills and perspectives. However, when given the opportunity to express in their own words the skills/perspectives they acquired abroad that make them stand out, there was a marked difference in how OCMPs and non-OCMPs responded. What participants chose to highlight, and how they expressed open-ended comments, sheds light on not only perceptions of value and relevance of intercultural skills and an ability to identify those skills but also their intercultural development. With a significantly greater percentage of non-OCMPs emphasizing

“general” skills and/or “being there”, and conversely, a significantly greater number of OCMPs emphasizing “Acceptance/Adaptation” skills and perspectives, we see the disparities between the quantitative and qualitative results.

One way to interpret this disparity is that the two groups may have a fundamentally different understanding of intercultural skills/perspectives. This interpretation bears consideration, given the emphasis OCM (through the GI course) places on helping students a) understand that there are specific skills, knowledge, perspectives necessary for effectively and appropriately navigating a new culture, b) practice these new ways of thinking and acting, and c) identify, articulate and market the intercultural experiences and the skills. It would make sense for OCMPs to have a more discerning conception of intercultural skills. When they indicate they value “intercultural skills” they are actually thinking of a specific intercultural skill-set, whereas non-OCMPs may believe they value intercultural skills, but when thinking of these skills, they may actually be thinking of a different, more general set of skills and perspectives. Because they may not have been exposed to frameworks and concepts particular to the development of intercultural competencies, they may be unaware that there is actually a set of skills that can help them to navigate their host culture more effectively and appropriately (i.e. cognitive frame-shifting, behavioral adaptation, seeing similarities and differences, etc.) than the combination of skills they rely upon in their home culture.

In the cases where both OCMPs and non-OCMPs identified intercultural skills in response to what makes them stand out, OCMPs tend to be more articulate and

sophisticated in how they describe these skills and their importance. This was addressed above in the section on outcomes related to intercultural development. Further, OCMP perceptions of course influence are consistent with all other results, OCMPs overwhelmingly reported that OCM influenced: their ability to articulate and market intercultural skills they gained (85%), their understanding of an intercultural skill set (81.5), and the degree to which they value intercultural skills (82.3%).

The fact OCMPs more clearly identify more sophisticated intercultural skills and perspectives than non-OCMPs speaks to differences in, both, intercultural development and the ability to identify and articulate their newfound skills and perspectives. A discerning understanding of intercultural skills, the ability to articulate intercultural skills and perspectives, and the ability to see relevance in these skills at home are positive outcomes associated with participation in OCM. This could have many positive translations into participants post study abroad lives, such as more and/or better employment opportunities as well as greater success in professional, academic and personal endeavors. These are 21<sup>st</sup> Century skills.

### **POLICY IMPLICATIONS**

Development of on-sight or online mentoring can be costly and difficult to control for quality instruction. Results of this study suggest significant positive effects of OCM on in-country learning and broader intercultural competencies and skills. These findings, in combination with its potentially lower operating and administration cost, suggest that OCM (in this case, Global Identity) shows promise as a feasible and scalable cultural

mentoring option. In addition, the course infrastructure has a number of benefits. First, as mentioned above, it is scalable. The offering examined in this study allows for a 25/1 student/instructor ratio, and in the new online world of MOOCs (massive open online courses) this ratio may potentially rise. With oversight from a faculty of record, graduate student teaching assistants (TAs) can instruct the course from the home country, or any other country for that matter. More TAs can be hired as OMC enrollment numbers increase. The ability to grow and accommodate increasing numbers of students is important as more international educators and more study abroad participants learn the value of cultural mentoring. Truly, it is a disservice to students, and therefore perhaps even unethical to send them abroad without a cultural intervention, OMC or otherwise.

Second, the graduate TA instructor model and current course design makes this course option potentially more cost-effective than many other existing on-line mentoring courses. Other documented offerings tend to utilize faculty instructors and a greater degree of interactivity than the GI OMC model. While at least in one case, approaches such as these have demonstrated significantly positive growth along the Intercultural Development Continuum, it is likely to be significantly more costly and more time intensive to deliver – requiring a lower student-instructor ratio (Lou & Bosley, 2008).

Third, with faculty oversight, a shared pedagogy and curricular framework, and instructor and TA collaboration allows for consistency and an element of quality control that may be difficult to ensure with some on-site mentoring models. In addition, this coordination between faculty and graduate student cohorts provides an exceptional

opportunity for professional growth for participating graduate TAs. In addition to teaching and participating in the continual development of the course, TAs gain real-time insight into the translational aspects of intercultural theory in practice through the mentoring relationship with relatively large numbers of students.

That said, based on this study's findings and a review of the extant literature, there are areas for improving and strengthening the impacts of the course. In considering the future of OCM, policy makers, faculty of record and TA instructors may wish to seek a balance between the current format and more interactive options, such as synchronous and/or asynchronous interactions (peer-to-peer interactions, instructor to student dialogue, etc.). The literature around online learning pedagogy in general, and online cultural mentoring in particular, as well as the unique demands of the study abroad learning environment can be guides for future iterations of the course.

With regard to the findings around immersion level and in-country impacts, as well as research related to IDI guided development, practitioners might consider offering cultural mentoring courses that are responsive to the various immersion circumstances, considering the frame of mind of students (overwhelmed or over confident), and the differing developmental stages of the participants. This research suggests that a cookie cutter mentoring program, one curriculum and approach applied to all participants, regardless of program, may not serve all the participants equally well. Participants in high, medium and low immersion situations may have different needs at different times. While the GI instructors offer targeted individual feedback to student reflection papers,



their only clues about the participants' developmental level is through students' writings. The writings often offer insight into the student developmental orientation, but may not be sufficient. Best practices in intercultural training call upon trainers to meet participants where they are at along the continuum. Many intercultural training and mentoring courses assess students using the IDI, to determine their developmental level. This may be a valuable addition to any OCM course that could help instructors give developmentally appropriate feedback during the course of the semester. In turn, this approach might also address the challenges we discovered around discussions of power and privilege, as well as a need to help some participants focus on commonalities rather than differences.

### **SUGGESTIONS FOR FUTURE RESEARCH**

There are a number of recommendations for future research, many of which correspond to the previous section. First, given the unique format of the GI OCM approach, a study exploring the impact of OCM on the instructors themselves would be an interesting and fruitful line of inquiry. While the educational objectives of the course are largely directed at the enrolled students, on a meta-level, the process of teaching the course is likely to have some influence on personal, professional, and educational experience of the instructors. Desired outcomes for instructors should be intentionally integrated into the larger objectives with clearly defined goals. Otherwise, we are

looking at missed opportunities for TAs, and missed opportunities for advancing our field.

Refinement of the tool used to measure in-country impacts of OCM would also help advance our understanding of how, under what circumstances, and why various aspects of the cultural mentoring influence learning in-country. More qualitative work would also lead to greater depth of understanding around the most effective aspect of the instructor feedback, course assignments and how they facilitate or influence authentic learning moments. As we see from the results, level of immersion continues to surface as a significant variable. Investigation of the needs of participants at different immersion levels may shed light on what or how mentoring can be most effective for each group.

Another area of inquiry is around the impacts of OCM on the host country administrators/faculty experience. In what ways does the course influence their interactions with OCM participants? For example, is there an optimal level of engagement between host country directors and course instructors; how would various levels of engagement of an on-site staff (director) influence the impact of the course?

Fortunately, there is a growing body of literature exploring the impacts of differing elements of cultural mentoring courses, especially as this relates to on-site mentoring. Several related studies were recently presented at the third Annual IDI conference, A New Frontier: Using the IDI to build intercultural competence. Minneapolis,, Minnesota, USA: IDI, LLC. September 2012. Further investigation of the differences between online and on-site cultural mentoring is another avenue of

exploration so that instructors can understand how to best target their support for these uniquely different learning environments. Related, a comparative study of content versus impact of different cultural mentoring courses that are offered to students (study abroad and in the domestic classroom) would bring us a long way toward understanding effective course and content designs, as there is significant variation around the degree of impact of these courses.

We often speak about study abroad temporally, breaking the full study abroad experience into three blocks: pre, during and post. Much of the existing literature, as well as this study, have focused largely on the “during” experience. Examination of how students’ intercultural growth is affected by re-entry experiences and/or continued intercultural exposure may likely be a fruitful avenue for future research and OCM program development. For example, Figure 5.1 illustrates how methods explored in this study might be extended to encompass these post-study abroad dimensions.

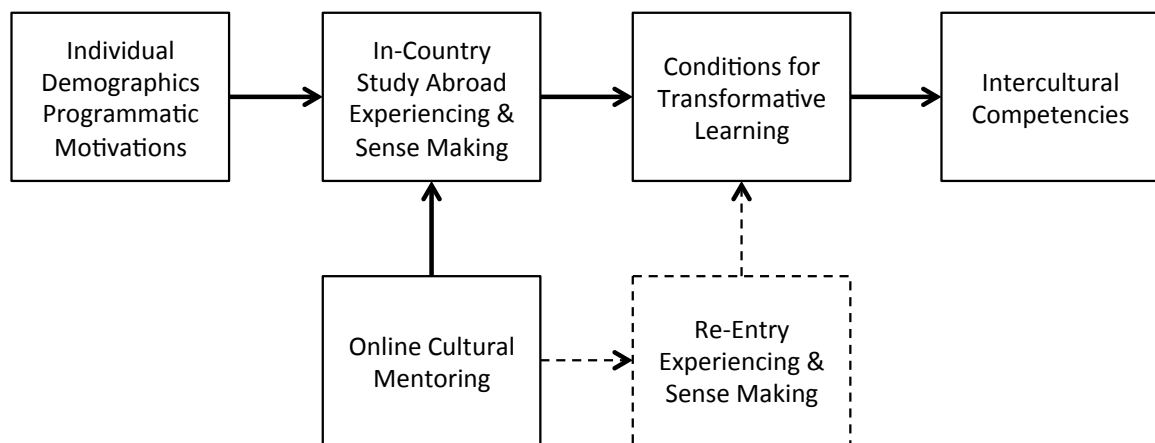


FIGURE 5.1 CONCEPTUAL FRAMEWORK: ONLINE CULTURAL MENTORING EFFECTS ON RE-ENTRY AND CONDITIONS OF TRANSFORMATIONAL LEARNING

Finally, the literature tells us that if we are seeking to improve participants' intercultural development, than IDI guided development is an effective approach. Thus, it may be a valuable addition to online mentoring courses. Exploration of different levels of IDI application in the online context, and how each influences the outcomes would be another avenue for future study. There is emerging literature in the area, especially related to on-site or self-directed courses. Further research with regard to how the IDI can be used in the most cost effective way and for the greatest level of gain, especially as it relates to the on-line learning environment is warranted, and will most certainly advance our field in scholarly and practical ways.

### **USEFULNESS OF MATCHED PAIR DESIGN**

The usefulness and implications of the matched pair design, and its ability to reduce the burdens of large-scale experimental research designs, is worth further discussion. The match pair design is a useful though less utilized approach for international educators and it has significant potential to facilitate advancement of our understanding of increasingly growing study abroad student populations. The majority of studies related to on-line cultural mentoring in these settings have been small in nature. One reason for this is that many of these mentoring courses enroll a very small number of participants. Another reason for studies with small *n*-sizes is because of a prevalence of pre/post experimental designs in the literature. While these studies tend to produce

robust causal results, they are often too small to make broader inferences, only allowing for the study of current or future participants. In addition, sample sizes are often further reduced as it is difficult to maintain the pre-test sample-size when administering the post test.

Consideration of Matched pair studies will help future scholars move beyond some of these limiting restrictions. While providing only an approximation of a randomly assigned test and control group, or controlled pre-post experiment of individual development, matched-pair designs allow for observation of students study abroad and mentoring experiences in their natural state and reduces costly data collection efforts of pre-post approaches. As matched pair methods continue to develop across the social sciences, intercultural scholars will likely benefit from its ability to expand access across larger and more diverse student and pedagogical environments.

### **STRENGTHS**

There are three main strengths of this study. First, a mixed methods approach was utilized. The empirical data offered objective and reliable results. The Rigorous analysis of the open-ended survey questions offered additional support for and/or insight into the quantitative results. This triangulation of data not only secured the results but also broadened our understanding of the on-line mentoring course.

Another strength of the study is that it was largely rooted in established theoretical constructs of human development and learning. The Developmental Model of

Intercultural Sensitivity is a foundational model in the field of Intercultural Education, and development is measured using a validated tool, the Intercultural Development Inventory. Mezirow's transformational learning theory underlies the DMIS, and it also speaks to a more general personal transformation, while Kolb's experiential learning model offered a framework for measuring the in-country learning activities. These theories have a strong presence in the intercultural literature and provided theoretical bases and framework for systematically measuring in-country experiences and learning behaviors.

A third strength is the use of two surveys, which included the Intercultural development Inventory, as well as a lesser known instrument for measuring a broader construct of global-mindedness, the Global Mindedness Scale. All the respondents of the first survey completed the GMS in addition to providing information related to their experience in-country, their experience with the course, their perceptions. Combined, the data gathered and analyzed allowed for an in-depth understanding of how the participants experienced and were impacted by the on-line course. While expected response mortality occurred from survey 1 to survey 2, data gathered in survey one, empirical and qualitative, were compared/contrasted with findings from the IDI respondents. Because the qualitative findings from survey one, showed a tendency for OCMPs to be more interculturally competent and this was consistent with the IDI findings, this allowed for greater confidence around making inferences across the larger groups, as Survey 1 respondents reflected a larger response pool.

Finally, while this study examines both the in-country learning and the outcomes related to worldview development, its emphasis on how the online cultural mentoring impacts the participants' in-country experience is particularly important. Many studies focus primarily on the outcomes, without attempting to capture the ways in which the intervention influences the learning that can lead to the broader outcomes.

### **LIMITATIONS**

With regard to limitations, this study does not employ a pre-post test design. Findings associated with pre-post design are viewed as more robust than those looking at post test scores only. While a longitudinal, pre-post study may be a stronger design, it was not practical for this study, and it too has limitations. These are often time consuming, costly and difficult to maintain reasonable response rates due to participant attrition. For these reasons they are often conducted on smaller sample sizes. Smaller sample sizes make it more difficult to make generalization or inferences across the larger population. The matched pair design allowed for a study with a larger n-size than most, therefore the findings have a broader reach.

Another limitation of this study is that many invitees had studied abroad and enrolled in GI up to seven semesters prior to the study. This likely negatively influences the response rate, as the more time has passed, the less likely they were to participate. This presents another limitation as well. Participants are asked to look back to try to remember their time in-country- how they spent their time, what out-of-class activities

they engaged in, as well as various aspects of the GI course. This is a difficult exercise, and it can result in limited or a less than accurate accounting of events.

There are several sections of Global Identity each semester, therefore, while curriculum and course objectives and goals are the same, participants inevitably have different experiences with the course. Instructors have different styles and ways they interact with students. This variation may have some influence with regard to findings and outcomes.

As disclosed earlier the researcher's relationship with the course is a strength and a potential limitation. In situations where the researchers are passionate about and invested in the subject of study there is a risk of biased results. A rigorous research design and adherence to proven data analysis techniques, this potential outcome was addressed and avoided.

Finally, another important potential bias associated with a two-stage data collection design was reinforced through the pilot process. Anytime a researcher interacts with a subject, that interaction may in itself affect the subject's subsequent perceptions, actions or associated outcomes. A number of pilot respondents indicated that the survey was stimulating and thought-provoking. One student even wrote that, "I think the survey is a great way for students to think back on their time abroad and what they did learn." Given statements such as this, it is possible that the act of completing Survey 1 may influence results obtained in the IDI (Survey 2). In this case the IDI was only administered to those completing Survey 1, thus equally exposing all to this potential



bias. It would be interesting to design a separate study to assess the impact of taking such a survey, however.

## **CONCLUSIONS**

If we accept a broad definition of culture that includes ethnicity, gender, profession, sexual orientation, religious background, etc., and the reality of an increasingly interconnected world, it becomes apparent that we cannot, nor could we ever, really, isolate ourselves from “others”. Further, a review of the literature, what we observe in the media, and likely our own personal experiences (if we are really paying attention) all tell us that interactions with persons from different cultural backgrounds are rife with opportunities for misunderstandings and conflict. While the relevance of intercultural education and training is obvious to interculturalists, it has not always been to others; however, this perception is changing rapidly. What we confirm in this study is that while there are aspects of online cultural mentoring that can and should be investigated and improved, it is a viable way to move people toward greater understanding of themselves and others and therefore, more effective, and probably even more enjoyable, interactions. Further, the specific online mentoring course studied here, Global Identity, represents both a feasible and effective format for content delivery. Its strengths include: scalability; a course schedule that allows for a relatively high student-instructor ratio; a staffing model that personally benefits the instructors as well as the students; a platform that allows for varying degrees of instructor-student, student-student

interactions; richer and more meaningful in-country learning; and a curriculum that is effective in achieving broader cultural competencies. These findings provide rationale for further pursuit of, and expansion of online mentoring offerings. As mentioned, everyone must navigate intercultural interactions and act in an interconnected world, not just individuals who travel. We meet people who are different from us everyday, and everyday we make decisions that have impacts beyond ourselves, and our borders. Because OCM can reach many more people than “brick and mortar” courses, consideration of audiences beyond the study abroad participant and beyond the university is an important next step.

## WORKS CITED

- Adler, P. (1972). Culture shock and the cross cultural learning experience. In *Readings in Intercultural Communication* (Vol. II, pp. 6-21). Pittsburgh: Regional Council on Intercultural Education.
- Allen, E., & Seaman, J. (2007 October). *Online nation: Five years of growth in online learning*. Retrieved 200910-November from The Sloan Consortium: [http://www.sloan-c.org/publications/survey/pdf/online\\_nation.pdf](http://www.sloan-c.org/publications/survey/pdf/online_nation.pdf)
- Allport, G. W. (1954). *The nature of prejudice*. Cambridge, MA: Perseus Books.
- Ally, M. (2008). Foundations for educational theory for online learning. In T. Anderson (Ed.), *The Theory and Practice of Online Learning* (2nd ed.). Edmonton: AU Press.
- Andrews, R., & Haythornthwaite, C. (2007). Introduction to E-Learning and Research. In R. Andrews, & C. Haythornthwaite (Eds.), *The Sage Handbook of E-Learning Research*. Thousand Oaks: Sage Publication.
- Arbaugh, J. (2002). How Instructor Immediacy Behaviours Affect Student Satisfaction and Learning in Web-based Courses. *Business COmmunication Quarterly* , 64 (4), 42-54.
- Bacon, S. M. (2002). Learning the rules: Language development and cultural adjustment during study abroad. *Foriegn Language Annals* , 637-646.
- Bangert, A. (2004). The Sevenprinciples of good practice: A framework for evaluating on-line teaching. *Internet and Higher education* , 7, 217-232.
- Beck, U. (2000). Living your life in a runaway world: Individualization, globalization and politics. In W. Hutton, & A. Giddens (Eds.), *On the edge: Living with global capitalism* (p. Ch. 2). London: Vintage.
- Bennett, J. (2008). On becoming a global soul: A pathway to engagement during study abroad. In V. Savicki (Ed.), *Developing Intercultural Competence and Transformation, theory research and application in international education* (pp. 13-31). Sterling: Stylus.

- Bennett, M. (1998). Intercultural communication: a current perspective. In M. Bennett (Ed.), *Basic Concepts of Intercultural Communication* (pp. 1-34). Boston: Intercultural Press.
- Bennett, M. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (pp. 21-69). Yarmouth: Intercultural Press.
- Berger, P., & Luckmann, T. (1966). *The social construction of reality*. Garden City, NY: Doubleday.
- Black, J. S., & Mendenhall, M. (1990). Cross cultural training effectiveness: A review and theoretical framework for future research. *Academy of Management Review* , 15 (1), 113-136.
- Burgess, K. (2007 Spring). Mentoring as wholistic online instruction. *New Directions for Adult and Continuing Education* , 49-56.
- Chua, H. B. (2005). Cultural variation in eye movements during scene perception. *Proceedings of the National Academy of Sciences of the United States of America* , 102, pp. 12629-12633.
- Citron, J. (2002). U.S. students abroad: host culture integration or third culture formation. In W. Grunzeig, & N. Rinehart, *Rockin' in the Red Square: Critical Approaches to International education in the Age of Cyberculture* (pp. 41-56). New Brunswick: Transaction Publishers.
- Clark, M. (1993). Transformational learning. *New Directions For Adult and Continuing Education* , 57, 47-56.
- Coppola, N. W., Hiltz, S. R., & Rotter, N. (2004). Building trust in virtual teams. *IEEE Transactions on Professional Communication* , 47 (2), 95-104.

- Cresswell, J. (2009). *Research design: Qualitative, quantitative and mixed methods approaches*. London: Kogan Page.
- Cresswell, J., & Plano, V. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage Publications.
- Deardorff, D. (2008). Intercultural competence: A definition, model, and implications for education abroad. In V. Savicki (Ed.), *Developing Intercultural Competence and Transformation: theory, research, and application in international education* (pp. 32-52). Sterling, VA: Stylus Publishing.
- Dillman, D. (1999). *Mail and Internet Surveys: the Tailored Design Method* (2nd ed.). Wiley.
- Engle, L., & Engle, J. (2004). Assessing Language Acquisition and Intercultural Sensitivity Development in Relation to Study Abroad Program design. *Frontiers: The Interdisciplinary Journal of Study Abroad*, X (Fall), 219-236.
- Fadiman, A. (1998). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. Farrar, Straus and Giroux.
- Friedman, T. (1999). *The Lexus and the olive tree*. New York: Farrar, Straus and Giroux.
- Fry, G. W., & Paige, R. M. (2001). Assessing the long term impact of study abroad: testing the value added hypothesis. *Presented at the Council for International Educational Exchange*. Portland, OR.
- Giddons, A. (1991). *Modernity and self-identity*. Stanford, CA: Stanford University Press.
- Goode, M. L. (2008). The role of faculty study abroad directors: A case study. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 15, 149-172.

GPSAlliance. (2011, August 29). *Internationalizing the Curriculum & Campus*. (R. o. Minnesota, Producer) Retrieved August 8, 2013, from GPS Alliance:  
<http://global.umn.edu/icc/about.html>

Gribbons, B., & Herman, J. (1997). True and quasi-experimental designs. *Practical Assessment, Research & Evaluation* , 5 (14).

Grove, C., & Torbiorn, I. (1993). A new conceptualization of intercultural adjustment and the goals of training. In R. M. Paige (Ed.), *Education for the Intercultural Experience* (pp. 73-107). Yarmouth: Intercultural Press.

Guba, E. G., & Lincoln, Y. S. (1989). *Fourth Generation Evaluation*. Newbury Park, CA: Sage publications.

Gullihorn, J. T., & Gullihorn, J. E. (1963). An extension of the U-curve hypothesis. *Journal of Social Issues* , 19 (3), 33-47.

Hall, E. (1976). *Beyond culture*. New York: Anchor Books.

Hall, E. (1959). *The silent language*. Garden City, NY: Doubleday/Anchor Books.

Hamilton, S., & Zimmerman, J. (2001). Breaking through the zero-sum academics: Two students perspectives on computer mediated learning environments. In K. E. Rudestam, & J. Schoenholts-Read (Eds.), *Handbook of online learning: Innovations in higher education and corporate Ttraining*. Thousand Oaks: Sage Publishing.

Hammer, M. (2011). Additonal Cross-cultural validity testing of the Intercultural Development Inventory. *International Journal of Intercultural Relations* , 35, 474-487.

Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring Intercultural Sensitivity: The Intercultural Development Inventory. *Internaitonal Journal of Intercultural Relations* , 27, 421-443.

- Hammer, R. (2009). Solving problems and resolving conflicts Using the Intecultural Conflict Style Inventory. In M. Moodian (Ed.), *Contemporay Leadership and Intercultural Competence* (pp. 219-232). Thousand Oaks, CA: Sage.
- Hett, J. (1993). Development of an instrument to measure global-mindedness. (Doctoral dissertation). University of San Diego.
- Hiltz, S., Turoff, M., & Harasim, L. (2007). Development and philosophy of the field of asynchronous learning networks. In R. Andrews, & C. Haythornthwaite, *SAGE handbook of E-learning research*. Thousand Oaks: SAGE Publishing.
- Hoff, J. (2005 August). Students perceptions of culture learning during the study abroad experience. *Unpublished Doctorial Dissertation* . Minneapolis, MN: University of Minnesota.
- Hofstede, G. (2001). *Culture's consequences: comparing values, behavours, institutions, and organizations across nations*. Thousand Oak: SAGE.
- Hong , G., & Raudenbush , S. (2005). Effects of Kindergarten Retention Policy on Children's Cognitive Growth in Reading and Mathematics . *Educational Evaluation and Policy Analysis* , 27 (3), 205-224.
- House, R. J., Javidan, M., Dorfman, P. W., Gupta, V., & & associates. (2004). *Culture, leadership, and organizations: the GLOBE study of 62 societies*. Thousand Oaks: SAGE.
- Howell, W. (1982). *The empathetic communicator*. Belmont: Wadsworth.
- Hughes, J., Chen, Q., Thoemmes, F., & Kwok, O. (2010). An investigation of the relationship between retention in first grade and performance on high stakes tests in 3rd grade. . *Educational Evaluation and Policy Analysis* , 32 (2), 166-182.
- Hunter, A. (2008). Transformative learning in intercultural education. In V. Savicki (Ed.), *Developing intercultural competence and transformation: theory, research, and applications in International Education*. Sterling: Stylus.

IDI Conference: (2012, September). *A new frontier: Using the IDI to build intercultural competence*. Minneapolis,, Minnesota, USA: IDI, LLC.

Ingraham, E. C., & Peterson, D. L. (2001). Assessing the impact of study abroad learning at Michigan State University. *Frontiers: Interdisciplinary Journal on Study Abroad*, 83-100.

Institute for International Education, I. (2009). *Open Doors Online*. Retrieved 2009 йил 20-September from IIE Network: <http://opendoors.iienetwork.org/page/25072/>

Institute of International Education . (2012). *Open Doors Report: Report on International Educational Exchange*. Institute of International Education and Bureau of Educational and Cultural Affairs of the U.S. Department of State. Washington DC: National Press Club.

Ji, L., Peng, K., & Nisbett, R. (2000). Personality processes and individual differences: Culture, control and perceptions of relationships in the environment. *Journal of Personality and Social Psychology*, 78 (5), 943-955.

Joy, S., & Kolb, D. (2009). Are there cultural differences in learning style? *International Journal of Intercultural Relations*, 33 (1), 69-85.

Kayes, D. C. (1999). Internal validity and reliability of kolb's learning style inventory version 3 (1999). *Journal of Business and Psychology*, 249.

Kippa, S. (2009). *Strategies-based intervention: Content analysis of online written discourse of in-country study abroad participants* (Vol. doctoral dissertation). University of Minnesota.

Kluckhohn, R. R., & Strodtbeck, F. L. (1961). *Variations in value orientations*. New York: HarperCollins.

Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Upper saddle River, NJ: Prentice Hall.



- Laubscher, M. (1994). *Encounters with difference: student perspectives of the role of out-of-class experiences in education abroad*. Westport: Greenwood.
- Leask, B. (2009). Using the formal and informal curricula to improve interaction between home and international students. *Journal of Studies of International Education* , 13 (2), 215-221.
- Light, R. J., Singer, J., & Willett, J. (1990). *By Design: Conducting Research on Higher Education*. Cambridge, MA: Harvard University Press.
- Lou, K., & Bosley, G. (2008). Dynamics of Cultural Contexts: Meta-Reflection in the Study Abroad Experience. In V. Savicki, *Developing Intercultural Competence and Transformation: Theory, Research and Application in International Education* (pp. 276-296). Sterling: Stylus.
- Lysgaard, S. (1955). Adjustment in a foreign society: Norwegian Fulbright grantees visiting the United States. *International Social Science Bulletin* , 7 (1), 45-51.
- Maxwell, J. A. (2005). *Qualitative research design, an Interactive approach*. Thousand Oaks, CA: Sage Publications.
- McTighe Musil, C. (2006). *Assessing Global Learning: Matching good intentions with good practice*. Association of American Colleges and Universities. Washington DC: Association of American Colleges and Universities.
- Mehrabain, A. (1972). *Nonverbal Communication*. Chicago: Aldine-Atherton.
- Mestenhauser, J. (2002). In search of a comprehensive approach to international education: A systems perspective. In W. Grunzweig, & N. Rinehart, *Rockin' in the Red Square: Critical Approaches to International Education in the Age of Cyberculture* (pp. 165-2002). New Brunswick: Transaction Publishers.

- Mestenhauser, J. (2011). *Reflections on the past, present and future of internationalizing higher education: Discovering opportunities to meet the challenges*. Minneapolis: Global Programs and Strategy Alliance.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.
- Mezirow, J. (1997). Transformative learning. *New Directions for Adult Continuing Education* (74), 5-12.
- Moore, M. (1997). Theory of Transactional Distance. In D. Keegan, *Theoretical Principles of Distance Education* (pp. 22-38). Routledge.
- Morrison, D. C. (2010). Transnational crime: Globalization's shadowy stepchild. (2010), 31-42.
- Muilenburga, L. Y., & Bergea, Z. L. (2005). Student barriers to online learning: A factor analytic study. *Distance Education* , 26 (1), 29-48.
- Mullen, G., & Tallent-Runnels, M. (2006). Student outcomes and perceptions of instructors' demands and support in online and traditional classrooms. *Internet and higher education* , 9, 257-266.
- NAFSA. (2013). *Exploring International Education*. Retrieved December 10, 2013, from NAFSA: Association of International Educators:  
[http://www.nafsa.org/Explore\\_International\\_Education/Advocacy\\_And\\_Public\\_Policy/Study\\_Abroad/Simon/Senator\\_Paul\\_Simon\\_Study\\_Abroad\\_Act/](http://www.nafsa.org/Explore_International_Education/Advocacy_And_Public_Policy/Study_Abroad/Simon/Senator_Paul_Simon_Study_Abroad_Act/)
- Orcher, L. T. (2005). *Conducting research, social and behavioral science methods*. Glendale: Pyrczak Publishing.
- Paige, R. M. (2006). Dimensions of Intecultural Learning. In R. M. Paige (Ed.), *Maximizing Study Abroad: A Student's Guide to Strategies for Language and Culture*

*Learning and Use* (2 ed., pp. 40-41). Minneapolis, University of Minnesota: Center for Advanced Research on Language Acquisition.

Paige, R. M. (1993). On the Nature of Intercultural Experiences. In R. M. Paige, *Education for the intercultural experience*. Yarmouth: Intercultural Press.

Paige, R. M., & Goode, M. (2009). Intercultural Competence and International Administration. In Deardorff (Ed.). *The SAGE Handbook of Intercultural Competence*. (pp. 333-348). SAGE publications.

Paige, R. M., Cohen, A. D., & Shively, R. (2004). Assessing the impact of strategies-based curriculum on language and culture learning abroad. *Frontiers: Interdisciplinary Journal of Study Abroad* , 10, pp. 253-276.

Paige, R. M., Cohen, A., Kappler, B., Chi, J., & Lassegard, J. (2006). *Maximizing Study Abroad: A student's guide to Strategies for language and culture learning and use* (2 ed.). Minneapolis: Center for Advanced Research on Language Acquisition.

Paige, R. M., Fry, G., Stallman, E., Jon, J., & Josic, J. (2009). Study Abroad for Global Engagement, The Long Term Impact of Mobility Experiences. *International Education* , 20 (4).

Paige, R. M., Jacobs-Cassuto, M., Yershova, Y., & DeJaeghere, J. (2003). Assessing intercultural sensitivity: an empirical analysis of the Hammer and Bennett Intercultural Development Inventory. *International Journal of Intercultural Relations* , 27 (4).

Patton, M. Q. (2001). *Qualitative research and evaluative methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Patton, M. Q. (2008). *Utilization Focused Evaluation* (4th ed.). Thousand Oaks, CA: Sage Publications.

Pedersen, P. J. (2009). Assessing intercultural effectiveness outcomes in a year-long study. *International Journal of Intercultural Relations* , 467-486.

- Petrides, L. (2002). Web-based technologies for distributed (or distance) learning: creating learner-centered Educational experiences in the higher education classroom. *International Journal of Instructional Media* , 29 (1), 69-77.
- Pusch, M. (Sp 2006). Intercultural training in historical perspective. In R. Paige, *Intercultural training and Education*. UMN course packet.
- Robertson, R. (1992). *Globalization: Social theory and global culture*. London: Sage.
- Rosenbaum, P., & Rubin , D. (1983). The Central Role of the Propensity Score in Observational Studies for Causal Effects. *Biometrika* , 70 (1), 41-55.
- Sanford, N. (1966). *Self and sooiety: Social change and development*. New York: Atherton Press.
- Saphiere, D., Kappler, B., & DeVries, B. (2005). *Communication Highwire: Leveraging the power of diverse communication styles*. Yarmouth, ME: Intercultural Press.
- Savicki, V. (2008). *Developing Intercultural Competence and Transformation: Theory, research, and applications in international education*. Sterling: Stylus Publishing.
- Schomburg, H. (2003). *Handbook for Graduate Tracer Studies*. Centre for Research on Higher Education and Work, University of Kassel.
- Shadish, W., Clark , M., & Steiner, P. (2008). Can Nonrandomized Experiments Yield Accurate Answers? A Randomized Experiment Comparing Random and Nonrandom Assignments. *Journal of the American Statistical Association* , 103 (484).
- Singh, N., & Papa, R. (2010). The impacts of globaliztion in higher education. *International Journal of Educational Leadership Preparation* , Volume 5 (2).
- Song, L., Singleton, E., Hill, J., & Hwa Koh, M. (2004). Improving online learning: student perceptions of useful and challenging characterisitcs. *Internet adn Higher Education* , 59-70.

Stephenson, S. (2002). Beyond the laphs and the centaurs cross-cultural "deepening" through study abroad. In W. Grunzeig, & N. Rinehart, *Rockin' in the Red Square: Critical Approaches to International Education in the Age of Cyberculture* (pp. 85-104). New Brunswick: Transaction Publishers.

Strauss, A., & Corbin, J. (1998). *Basics of Qualitative Research Techniques and Procedures for Developing Grounded Theory* (2nd ed.). London: Sage Publications.

Sutton, R. & Rubin, D. (2004). The GLOSSARI Project: Initial Findings from a system-wide research initiative on study abroad learning outcomes. *Frontiers: Interdisciplinary Journal of Study Abroad* , 10, 65-82.

Svinicki, M. (1999). New directions in learning and motivation. *New Directions for Teaching and Learning* , 80, 5-27.

*The Lincoln Commission on Study Abroad. Global competence and national needs: One million Americans studying abroad.* (2005 November). Retrieved 2009, 20-September from NAFSA:

[http://www.nafsa.org/uploadedFiles/NAFSA\\_Home/Resource\\_Library\\_Assets/CCB/lincoln\\_commission\\_report\(1\).pdf?n=6097](http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/CCB/lincoln_commission_report(1).pdf?n=6097)

Thoemmes, F., & Kim, E. (2011). A systematic review of propensity score methods in the social sciences. *Multivariate Behavioral Research* (46), 90-118.

Ting-Toomey, S. (1999). *Communicating Across Cultures*. New York: Guilford.

Ting-Toomey, S. (1991). Intimacy expressions in three cultures: France, Japan, and the United States. *International Journal of Intercultural Relations* , 15 (1).

Ting-Toomey, S., & Chung, L. (2005). *Understanding Intercultural Communication*. New York: Oxford University Press.

- Ting-Toomey, S., & Kurogi, A. (1998). Facework competence in intercultural conflict: An update in facework negotiation. *International Journal of Intercultural Relations* , 22 (2).
- Ting-Toomey, S., Yee-Jung, K. K., Shapiro, R. B., Garcia, W., Wright, R. J., & Oetzel, J. G. (2000). Ethnic/Cultural identity salience and conflict styles in four U.S. ethnic groups. *International Journal of Intercultural Relations* , 24, 47-82.
- Triandis, H. C. (1995). *Individualism and collectivism*. Boulder: Westview.
- Triandis, H. C., & Suh, E. (2002). Cultural influences on personality. *Annual Review of Psychology* , 133-160.
- Trompenaars, A., & Hampden-Turner, C. (1998). *Riding the Waves of Culture: Understanding the cultural diversity in in global business* (2nd ed.). New York: McGraw Hill.
- Vande Berg, M. (2007). Intervening in the Learning of U.S. Students Abroad. *Journal of Studies in International Education* , 11 (3/4), 392-399.
- Vande Berg, M., Balkcum, A., Scheid, M., & Whalen, B. (2004). The Georgetown University consortium project: A report from the halfway mark. *Frontiers: The Interdisciplinary Journal of Study Abroad* , X, 101-116.
- Vande Berg, M., Paige, R. M., & Lou, K. H. (Eds.). (2012). *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It*. Stylus Publishing.
- VandeBerg, M., Connor-Linton, J., & Paige, R. M. (2009). The Georgetown Consortium Project: Interventions for student learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad* , 18 (Fall), 1-75.
- Volery, T. & Lord, D. (2000). Critical success factors in online learning. *The International Journal of educational Management* , 14 (5), 216-223.

Vonderwell, S. (2003). An examination of asynchronous communication experiences and perspectives of students in an online course: a case study. *Internet and Higher education* , 6, 77-90.

Xiaowen, G., Park, H. S., & Lee, H. E. (2009). Cross-cultural differences in apology. *International Journal of Intercultural Relations* , 33 (1), 32-45.

Yershova, Y., DeJaeghere, J., & Mestenhauser, J. (2000). Thinking not as usual: Adding an intercultural perspective. *Journal of Studies in International education* , 39-78.

Ziegler, N. J. (2006). Culture learning in study abroad from the perspective of on-site staff in France and Senegal. *Unpublished doctoral dissertation* . Minneapolis: University of Minnesota.

## APPENDICES



## APPENDIX A: SAMPLE ITEMS: INTERCULTURAL DEVELOPMENT INVENTORY

The 50 items on the IDI are scored on a five-point, Likert-style scale.

Respondents choose from the following: (1) Disagree, (2) Disagree somewhat more than agree, (3) Disagree some and agree some, (4) Agree somewhat more than disagree, and (5) Agree.

### Sample Items

Denial:	It is appropriate that people do not care what happens outside their country. People should avoid individuals from other cultures who behave differently.
Defense:	Our culture's way of life should be a model for the rest of the world. Samples for Reversal: People from our culture are less tolerant compared to people from other cultures. Family values are stronger in other cultures than in our culture.
Minimization:	Our common humanity deserves more attention than culture difference. Human behavior worldwide should be governed by natural and universal ideas of right and wrong.
Acceptance:	I have observed many instances of misunderstanding due to cultural differences in gesturing or eye contact. I evaluate situations in my own culture based on my experiences and knowledge of other cultures.
Adaptation:	When I come in contact with people from a different culture, I find I change my behavior to adapt to theirs.
Cultural Disengagement:	I do not identify with any culture, but with what I have inside. I do not feel I am a member of any one culture or combination of cultures.

## APPENDIX B: SAMPLE ITEMS: GLOBAL-MINDEDNESS SCALE (SURVEY 1)

The 40 items on the GMS are scored on a five-point, Likert-style scale. Respondents choose from the following: (1) Strongly Disagree, (2) Disagree (3) Unsure (4) Agree (5) Strongly Agree.

### Sample Items

Responsibility: “I feel an obligation to speak out when I see our government doing something I consider wrong.”

Cultural Pluralism: “The United States is enriched by the fact that it is comprised of many people from different cultures and countries.”

Efficacy: “I am able to affect what happens on a global level by what I do in my own community.”

Global Centrism: “I sometimes feel irritated with people from other countries because they don’t do understand how we do things here.”

Interconnectedness: “I often think about the kind of world we are creating for future generations”

## APPENDIX C: SAMPLE SURVEY ITEMS: STUDY ABROAD SURVEY (SURVEY 1)

The 15 items on the GMS are scored on a five-point, Likert-style scale.

Respondents choose from the following: (1) Never (2) Rarely (3) Sometimes (4) Often (5) Always

### Sample Items

Study Abroad Experiencing:	“While in my host country I applied theories / frameworks from classes to help me understand new things I encountered.”
	“While in my host country I attended sports and other cultural events.”
Study Abroad Sense-making:	“While in my host country I tried new communication behaviors.”
	“While in my host country I engaged in reflective journaling.”
Conditions of Transformational Learning:	“While in my host country I experienced "jarring" moments (times when your worldview-values, beliefs, etc. contrasted with those of your host culture).”
	“While in my host country I experienced cycles of stress, then adaptation.”

#### APPENDIX D: IRB APPROVAL

From: <[irb@umn.edu](mailto:irb@umn.edu)>

Date: Wed, Jul 20, 2011 at 9:22 AM

Subject: 1107E02221 - PI Smith - IRB - Exempt Study Notification

To: smith...@umn.edu

The IRB: Human Subjects Committee determined that the referenced study is exempt from review under federal guidelines 45 CFR Part 46.101(b) category #2 SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR.

**Study Number:** 1107E02221

**Principal Investigator:** Ann Smith

**Title(s):** Online Cultural Mentoring: A Comparative, Retrospective Impact Study

---

## APPENDIX E: RECRUITMENT EMAIL MESSAGES

(Emails sent by Office of Measurement Services)

Subject: Tell us about your Study Abroad experience for a chance to win \$75 gift card!

April 27, 2012

Dear { },

Thousands of students explore the world through study abroad programs each year. Therefore, it is increasingly important to gain insight into the students' on-site experience, various programming elements, and the impacts of study abroad on students' future endeavors. With full endorsement from the Learning Abroad Center (LAC), this doctoral study offers an opportunity to achieve more nuanced understandings of the study abroad experience, which will serve to shape improvements to future programming. You have been identified because you enrolled in a study abroad program through the LAC within the last 4 years. You are being asked to take the survey below. It will take approximately 20 minutes to complete. You may be asked to take a follow up survey about a week after you have submitted the first one.

### **PRIZES WILL BE AWARDED**

Participants will be eligible to enter a drawing for up to a \$75 Amazon.com gift certificate. Two \$50 and one \$25 gift certificate will also be awarded. The earlier you complete and submit the surveys, the more chances you will have to win a prize!! Drawings will be held once per week, starting next week with the \$75 prize. Another round of drawings will take place for respondents of the second survey!

**[Click here to begin...](#)**

Again, your answers to the surveys will help LAC, and others in international education, continue to improve study abroad offerings in order to serve students better.

If you have any questions about this survey, please contact Ann Smith at ([smith...@umn.edu](mailto:smith...@umn.edu)).

*The records of this study will be kept confidential; only researchers will have access to the records. Information that identifies survey respondents will not be included in any reports that might be published. The decision to participate or not to participate will not affect your current or future relations with the University.*

Thank you!

Ann Smith Ph.D candidate

University of Minnesota, Organizational Leadership, Policy and Development

Note - If the above link does not work, copy and paste the following URL into your web browser:

## Reminder #1

Subject: REMINDER: Tell us about your Study Abroad experience for a chance to win \$75 gift card!

April 30, 2012

Dear { },

For a chance to win a \$75 Amazon.com gift certificate TOMORROW, complete the survey today!

[Click here to begin...](#)

Thousands of students explore the world through study abroad programs each year. Therefore, it is increasingly important to gain insight into the students' on-site experience, various programming elements, and the impacts of study abroad on students' future endeavors. With full endorsement from the Learning Abroad Center (LAC), this doctoral study offers an opportunity to achieve more nuanced understandings of the study abroad experience, which will serve to shape improvements to future programming.

You have been identified because you enrolled in a study abroad program through the LAC within the last 4 years. You are being asked to take the survey below. It will take approximately 20 minutes to complete. You may be asked to take a follow up survey about a week after you have submitted the first one. Your insight matters!

### PRIZES WILL BE AWARDED

Participants will be eligible to enter a drawing for up to a \$75 Amazon.com gift certificate. Two \$50 and one \$25 gift certificate will also be awarded. The earlier you complete and submit the surveys, the more chances you will have to win a prize!! Drawings will be held once per week, starting TOMORROW with the \$75 prize. Another round of drawings will take place for respondents of the second survey!

If you have any questions about this survey, please contact Ann Smith at ([smith...@umn.edu](mailto:smith...@umn.edu)).

*The records of this study will be kept confidential; only researchers will have access to the records. Information that identifies survey respondents will not be included in any reports that might be published. The decision to participate or not to participate will not affect your current or future relations with the University.*

Thank you!

Ann Smith, Ph.D candidate

University of Minnesota

Note - If the above link does not work, copy and paste the following URL into your web browser:

## Reminder #2:

On Tue, May 29, 2012 at 9:40 AM, Ann Smith, UMN Grad Student  
<[omsadmin@umn.edu](mailto:omsadmin@umn.edu)> wrote:

Dear { },

For three chances to **win an Amazon.com gift certificate within the next few weeks (two \$50 and one \$25 certificate), complete the survey today!**

**[Click here to begin...](#)**

You are part of a select group invited to participate in this study, as you have valuable experience and insight into the study abroad experience. **Your insight will contribute greatly to our understanding of various aspects of study abroad, and will serve to shape improvements to future programming efforts!** For these reasons I hope you will please consider participating in the study.

This study is has full endorsement of the Learning Abroad Center (LAC). You've been identified because you enrolled in a study abroad program through the LAC within the last 4 years. You are being asked to take a survey (link above). It will take approximately 20 minutes to complete. You may be asked to take a follow up survey about a week or so after you have submitted the first one.

If you have any questions about this survey, please contact Ann Smith at  
([smith...@umn.edu](mailto:smith...@umn.edu)).

*The records of this study will be kept confidential; only researchers will have access to the records. Information that identifies survey respondents will not be included in any reports that might be published. The decision to participate or not to participate will not affect your current or future relations with the University.*

Thank you!

Ann Smith

Ph.D candidate

University of Minnesota

Organizational Leadership, Policy and Development

**Prenotificatin for IDI Survey** (All Emails sent by UMN Office of Measurement Services)

Date 5/31/12

Dear { },

Within the last month you completed the first of two study abroad surveys. **Thank you!** Very shortly you will receive an email inviting you to complete the final part of the study. The email will come from my email address ([smith...@umn.edu](mailto:smith...@umn.edu)) with a subject line "**your IDI assessment account**". There will be a brief message from me as well as a user name and password to access the survey. The survey itself is called the Intercultural Development Inventory. It will take about 20 minutes to complete. By completing this second part of the study you will have an opportunity to contribute to our knowledge of international education, as well as **be eligible to enter a drawing for one of 3 Amazon.com gift certificates. There will be a drawing for a \$50, \$40, and \$30 gift card.** The sooner you complete the survey, the more chances you have to win a prize!

The above mentioned email will be sent to you three times over the course of the next three weeks. If you complete the survey early (for increased chances of winning a gift certificate!), you may still receive reminders to complete it. Please disregard those if you've already completed the survey. And my apologies for any extra unnecessary emails. This is the only way to administer this part of the study.

Again, this study is endorsed by the Learning Abroad Center, and will contribute significantly to our understanding of the study abroad experience. Thank you in advance for your time and insight!

Ann Smith  
([smith...@umn.edu](mailto:smith...@umn.edu))  
Doctoral Candidate  
university of Minnesota  
Organizational Leadership, Policy & Development



## **Invitation to complete the IDI**

On Tue, Jun 12, 2012 at 11:10 AM, <[smith...@umn.edu](mailto:smith...@umn.edu)> wrote:

You have been asked to complete the online version of the Intercultural Development Inventory (IDI). Your account for the IDI Assessment was just created. Please log in here:

<http://v3.idiassessment.com>

with the following username: (XXXX) and password: (XXXX).

Thank you.

Hi,

Thank you for participating in this follow-up survey! By completing the survey, you will not only contribute to our understanding of international education, but you will also be entered into drawings for an Amazon.com gift card. Three gift cards will be awarded-- one for \$50, one for \$40, and one for \$30. The earlier you complete and submit the survey, the more chances you will have to win a prize!! Drawings will be held once per week, starting next week with the \$50 prize.

If you have any questions about this survey, please contact Ann Smith at ([smith...@umn.edu](mailto:smith...@umn.edu)).

The records of this study will be kept confidential; only researchers will have access to the records. Information that identifies survey respondents will not be included in any reports that might be published. The decision to participate or not to participate will not affect your current or future relations with the University. If you choose to take this voluntary survey, please follow the instructions above.

Thank you!

Ann Smith  
Ph.D candidate  
University of Minnesota  
Organizational Leadership, Policy and Development

## APPENDIX F: CONSENT FORM

### Consent Information:

You are invited to be in a research study of the impact of study abroad. You were selected as a possible participant because of your participation in a study abroad program through the University of Minnesota's Learning Abroad Center (LAC).

This study is being conducted by: Ann Smith, Ph.D candidate at the University of Minnesota.

### Background Information

The purpose of this study is to gather data on in-country learning and intercultural development from primarily U.S. study abroad participants, specifically participants enrolled in LAC study abroad programs.

### Procedures:

If you agree to be in this study, you will be asked to complete 1 on-line survey and possibly a second. The second one would be emailed to you a week or two after you complete and submit the first one, which is connected to this form. Each survey will take between 15 and 25 minutes.

### Risks and Benefits of being in the Study

The study has no inherent risks and no immediate benefits to the participants.

### Confidentiality:

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Email addresses will be used only for the purpose of administering the surveys and linking your responses from survey one to survey two. The email address will be protected and kept private, in accordance with the Learning Abroad Center protocol.

### Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

### Contacts and Questions:

If you have any questions you can contact, Ann Smith, (651) 555-5555 (smith...@umn.edu). If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

Please indicate whether you consent to participate in this survey. *{Choose one}*

☐ I AGREE to participate in this survey.

☐ I DO NOT agree to participate in this survey.

## APPENDIX G: DEMOGRAPHIC AND BACKGROUND INFORMATION

What is your gender?

{Choose one}

- ☐ Male  
☐ Female  
☐ Other  
☐ Prefer not to respond

What is/was your major?

How old were you at the time of your study abroad experience?

Have you been abroad again since your study abroad experience?

*{Choose one}*

- ☐ Yes
- ☐ No

## When?

Is English your first language?

*{Choose one}*

- ☐ Yes
- ☐ No

With which of the following racial/ethnic categories do you best identify?

{Choose one}

- ☐ African American or Black  
☐ Asian American  
☐ Caucasian or White  
☐ Hispanic or Latino  
☐ Arabic American or Middle-Eastern American  
☐ Native American or Alaska Native  
☐ Native Hawaiian or Pacific Islander  
☐ More than 1 race/ethnicity  
☐ Other, please specify: [ ]

What was your approximate overall GPA prior to your study abroad experience?

{Choose one}

- ☐ 1.0-1.5
- ☐ 1.6-2.0
- ☐ 2.1-2.5
- ☐ 2.6-2.9
- ☐ 3.0-3.5
- ☐ 3.6-4.0

EA Program  
EA Term  
Institution (Home U)  
EA Track

Have you completed more than one study abroad program?

*{Choose one}*

☐ Yes

☐ No

How many?

*{Enter text answer}*

What language did you use most often while you were abroad?

*{Choose one}*

☐ English

☐ French

☐ Spanish

☐ Wolof

☐ Hindi

☐ Swahili

☐ Japanese

☐ Chinese

☐ German

☐ Icelandic

☐ Other

Was the language(s) spoken in your host country your primary language?

*{Choose one}*

☐ Yes

☐ No

How many semesters of the target language (host country language) did you take prior to your study abroad experience?

*{Choose one}*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

- ☐ 10  
☐ 11  
☐ 12  
☐ 13  
☐ 14  
☐ 15  
☐ 15 or more

To what degree were you able to communicate in the target language during your study abroad experience?

Not at all

{Choose one}

- ☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5  
☐ 6  
☐ 7  
☐ 8  
☐ 9  
☐ 10

Extremely able

Did you attend some or all of your courses abroad in the target language?

{Choose one}

- ☐ Yes  
☐ No

How would you describe your living situation while you were abroad? Please select all that apply.

*{Choose all that apply}*

- ( ) Home stay  
( ) Dorms / residence halls  
( ) Apartment  
( ) Other, please specify: [ ]

What was your primary reason for studying abroad? Check all that apply.

*{Choose all that apply}*

- ( ) It was a requirement for my major / minor
- ( ) To fulfill the liberal education requirement
- ( ) To learn a second language

- ( ) To learn another culture  
( ) To gain insight about the world  
( ) Other, please specify: [ ]

Was this study abroad experience your first international experience?

{Choose one}

- ☐ Yes
- ☐ No

Did you enroll in Global Identity (EdPA/OLPD 3103)?

{Choose one}

- ☐ Yes
- ☐ No

APPENDIX H: COURSE SYLLABUS [EXERPT]: EdPA/OLPD 3103: GLOBAL IDENTITY:  
CONNECTING YOUR INTERNATIONAL EXPERIENCE TO YOUR FUTURE

Term: Spring semester 2010  
1 Credit, S/N

**1. Course Rationale, Objectives, and Learning Outcomes**

Studying abroad is a transformative experience that has the power to challenge our thinking and our perspective on the world. Whether you are going abroad for the first time or fifth time, each overseas experience living within a new culture, or a somewhat familiar culture, has the potential to not only be a source of cultural information or language learning, but to prepare you to communicate your growth in intercultural competence to future employers or during the application/interview process for graduate/professional school.

***Course Objectives***

- To support the learning of intercultural knowledge
- To provide individual feedback to you as a learner to help promote deeper understanding of your experiences in the host culture
- To help you understand the value of the intercultural skill-set you acquire overseas
- To assist in finding ways your new intercultural skill-set can be marketed for future jobs or graduate & professional school
- To promote reflection on how you can integrate your new perspective(s) and skill-sets into life back home

***Learning Outcomes***

- You will be familiar with intercultural literature, models, frameworks, and concepts used in intercultural development and training
- You will be able to recognize and explain the multiple layers of an overseas experience
- You will be able to articulate important intercultural skills and perspectives you have acquired/developed
- You will have the beginning of a study abroad component for a professional portfolio

This course is a building process and is highly dependent on your willingness to reflect on your experience and the intercultural skills you are developing in order to market this experience once you return. You will have a total of five assignments. Pedagogically, each assignment builds on the previous assignment in some way. The titles of the five

written pieces you will be working on are listed below. Descriptions of each are further explained in detail later on in the syllabus.

- A. Establishing Expectations
- B. See & Respond
- C. Lens Shifting & Comparative Thinking
- D. Job Skills + Overseas Experience = A Step Ahead of the Rest
- E. Beyond “It Was Awesome”

## **2. Instructional Strategies**

As this course is designed to be flexible to accommodate study abroad students, it will be offered on-line during the course of your study abroad experience. You will be asked to interact with and submit assignments to your instructor (TA), whose name and contact information are listed above, via e-mail.

## **3. Things to Keep in Mind as You Begin & Course Logistics**

There is a dual learning agenda for this course: (1) developing your language/intercultural communication skills and understanding of culture general constructs that can be used internationally, nationally, and locally and (2) beginning work on key essays/documents that demonstrate your intercultural development and can be used for a professional portfolio in a job search or graduate/professional school application process.

Intercultural studies and intercultural communications are both interdisciplinary fields that draw from anthropology, sociology, psychology, communications and linguistics. As you begin doing the readings, you may find some aspects of the texts to seem like common sense. That’s what’s fascinating about intercultural learning; there are always these layers, like layers of an onion, which you have to peel back before you can truly see what’s inside. It is your job to take what you are learning and apply it to what you are experiencing, and apply it to the course content for use in the future.

### **Class Ground Rules:**

This course is a collective effort that requires the participation and contribution of our shared thoughts and ideas. As your instruction team, we will commit to provide you with targeted feedback on your projects, we will promote new ways of thinking about something you have presented, and/or challenge you to see things from a different perspective. In turn we expect you to do the class readings, take time to reflect on what you are reading and how it relates to your study abroad experience, submit assignments that are well-edited, and submit assignments in a timely manner.

### **How much work is involved in a 1-credit course?**

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student



to achieve an average grade in the course. Since this is an on-line course, a lot of that learning time is in your hands.

#### **4. Overview of course assignments:**

Below is an overview of the course assignments. Due dates will be set by your TA according to when you arrive in-country. All assignments should be double-spaced using 12-point font, some are 2-3 pages and others 3-4 pages in length, and draw upon your experiences and reflections.

#### **Pre-Departure Assignment**

##### ***#1 Establishing Expectations*** \*\* due before you leave\*\*

- Send your TA an email detailing any expectations that you have, and why/how they might be significant as you begin your semester overseas (we will be coming back to this at the end of the course).

#### **In-country assignments**

##### ***#2 See and Respond: choose and write about ONE of the following***

- Send your TA a digital picture that best describes your experience. Then describe/narrate why you chose the picture and how it portrays your overarching thoughts/feelings about the experience thus far. **OR**
- This second assignment option asks you to think about music. What song embodies your study abroad experience for you thus far, and why?

##### ***#3 Lens shifting and comparative thinking***

- For this week's assignment you are asked to make a comparison between something in your host culture and your home culture (you can identify home culture as ethnic culture, geographical culture, gendered culture, etc.).

##### ***#4 Portfolio emphasizing your study abroad experience***

- Brainstorm ways you can market the skills you gain during your study abroad experience to fit into your future career resume or graduate school application.
- Take some time and write a couple of paragraphs on the skills, experiences, and knowledge areas that you are cultivating overseas. This writing sample is something that you will be able to incorporate into:
  - Resume
  - Application essays or cover letters
  - Develop into talking points for interviews

**#5 *Preparing for re-entry*: reflect on how you have changed over the course of the semester**

- Answer some questions about how you think you and others have changed over the course of the semester. Take some time and write out answers to the questions in *MAXSA* (pp. 145-146) that you find significant and relevant to what you are thinking about right now and how you are feeling.

**#6 *Revision and final draft of your portfolio pieces* - OPTIONAL**

***Create a portfolio that helps emphasize your study abroad experience: Final Draft***

Rethink assignment #4 and re-submit a clean copy to your TA for feedback.

APPENDIX I: PERMISSION TO USE E.J. HETT'S GLOBAL MINDEDNESS SCALE

2/17/12

Dallas Boggs < >

Dear Ann, You have my permission to use the global mindedness scale in any way you see fit. Jane would be most pleased that it will be of some assistance to you. Dallas Boggs

---

From: Ann Smith [[smith...@umn.edu](mailto:smith...@umn.edu)]

Sent: Friday, February 17, 2012 7:21 AM

To: Dallas Boggs

Subject: request to use E.J. Hett's Global Mindedness scale

Dear Mr. Boggs,

My name is Ann Smith. I am a Ph.D candidate at the University of Minnesota. Currently, I am working on my dissertation which is focusing on study abroad, on-line cultural mentoring and intercultural competence, and global mindedness. I am planning to send a survey to over 2000 former study abroad students. I have seen E.J. Hett's (1993) Global Mindedness scale and believe it may be a great scale to use in my research. Through other researchers, I understand that you are the executor of her estate. So I am writing to ask if I may use the scale she developed related to global mindedness. Of course, I will properly site the use of her scale.

Many thanks for your time and consideration,  
-Ann Smith